DOCUMENT RESUME

ED 027 355 UD 007 704

Elementary and Secondary Education Act Title I Project Proposals.
Los Angeles City Schools, Calif. Div. of Secondary Education.
Pub Date 30 Nov 65
Note-112p.
EDRS Price MF-$0.50 HC-$5.70
Descriptors-After School Programs, Counseling Programs, *Disadvantaged Youth, *Educational Programs, Enrichment Programs, *Federal Programs, Guidance Programs, Inservice Programs, Instructional Materials, Program Descriptions, *Program Proposals, Remedial Programs, School Community Programs, Teacher Aides, Teaching Techniques, *Urban Schools
Identifiers-Elementary Secondary Education Act Title I Program, ESEA Title I Program

The document consists of seven proposals for funding under the Elementary and Secondary Education Act (ESEA), Title I. The Los Angeles City school districts requested funds for a remedial and corrective instruction program, and for pilot projects in counseling and educational guidance, school community cooperation and extended school facilities, cultural enrichment, and the development of instructional techniques and materials specifically for disadvantaged students. Also proposed are inservice training programs and a plan to reduce teacher load by employing clerical assistants. The proposals follow the required ESEA format. (NH)

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ELEMENTARY AND SECONDARY EDUCATION ACT

Title I

Project Proposals
Presented by

THE LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

UD 007 704

November 30, 1965

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

ELEMENTARY-SECONDARY EDUCATION ACT PROPOSALS

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A. DEVELOPING EDUCATIONAL AND VOCATIONAL POTENTIAL THROUGH REMEDIAL AND CORRECTIVE INSTRUCTION PROPOSAL

Student Achievement Centers

Teaching Standard Oral English as an Alternate Dialect

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project A

STUDENT ACHIEVEMENT CENTERS

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupils within the target area must be provided an educational program focused on overcoming inhibiting effects of various deprivations.

Pupils need to:

- Improve their communication skills.
- Improve study habits and study techniques.
- Develop favorable attitudes towards school.
- Develop knowledge of self, family, and community.
- Undergo enriching cultural and social experiences.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To improve pupil achievement in reading, writing, speaking, and listening.
- To provide reading-oriented instruction in academic subjects to pupils.
- To provide pupils with instructions in the techniques of study skills and with practice in the use of these techniques.
- To promote positive changes in pupil's attitude towards the school.
- To provide intensive counseling and guidance to pupils and parents.
- To provide pupils with after-school and Saturday opportunities and experiences for intensive self-improvement.
- To assist pupils by providing the SAC staff at each school with diagnostic assessments of pupils.
- To assist pupils at each SAC school by providing additional physical facilities, equipment, materials, and trained personnel.
- To assist pupils by providing SAC personnel with further in-service training.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

The Student Achievement Center in each proposed school provides services in four inter-related components in order that participating pupils may benefit from the total spectrum of task force assistance in the achievement of goals. Coordination of the program is achieved by the provision of an instructional coordinator for each center. All staff concerned are specially and specifically trained and will participate in continuous in-service activities which focus upon the particular service skill to be rendered, and orientation to the background and needs of the pupils selected for participation. Clerical services are also provided.

3.11 The Instructional Program is reading centered and provides daily remedial instruction in reading skills in classes not to exceed 15 in size. The same pupils are further programmed into reading, oriented mathematics, social studies and/or science classes depending upon grade level and grade requirements in order that specific and systematic practice in skills and content mastery may be simultaneously developed and maintained. Classrooms will be provided with appropriate equipment and multi-level materials of instruction. Counseling support will be available to each pupil, parent, and teacher in the program.

3.12 The Program for College Capable Students is designed to give intensive instruction in English, mathematics, social studies, science, and foreign languages to selected pupils who manifest academic potential in the judgment of staff. Opportunity will be given for swift individual pupil progress by means of small regular day classes and extended day and Saturday personal instruction. Provision will also be made for participation in competitive examinations including advanced standing credit and scholarships, and for contact with resources related to vocational goals. Special instructional materials will be provided.

3.13 The Extended Day and Saturday Program is a combined educational and enrichment program designed to provide additional services to pupils and, in so doing, makes greater use of school facilities.

- Reading and Study Skills Laboratory: Provides individual and small group instruction in the improvement of reading skills at any level of achievement.

- Tutorial Program: Provides teacher time for tutoring in all school subjects.

- College Capable Program: Provides teacher time for individualized pupil instruction or pupil cluster instruction in academic subjects. Emphasizes preparatory work for scholarship and advanced standing credit competition. Provides enrichment contacts as they are pertinent to pupil goals.

(Note) Additional vital regular day and extended day and Saturday services are to be requested under the provision of the Economic Opportunity Act. These services include:

- Regular day, and supplementary time for School Community Coordination

- Supplementary time for Community Education Aides and Teacher Aides

- Supplementary time for school library services and facilities

- Funds for enrichment experiences and field trips

- Security

3.14 A counseling service will serve all components of the Student Achievement Center. A full time counselor will work cooperatively with pupils, teachers, and parents to achieve the objectives determined to be appropriate for the individual pupil. The services of the Student Achievement Center counselors will be given direction by a coordinating counselor.

3.20 Name, Location, and Types of Facilities to be Used in Connection With the Project.

Student Achievement Centers will be located in public secondary schools located in disadvantaged areas according to criteria established for the Los Angeles City School Districts.

3.30 Arrangements for the Participation of Children Enrolled in Private Schools

All extended day and Saturday programs are available to eligible private and parochial school pupils.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and Extent of improvement Expected in Educational Attainment of Educationally Deprived Children

Prediction of extent of improvement must be considered in terms of status of all factors concerning each individual pupil at the initiation of the project and the severity of the obstacles to be overcome. It is anticipated that the first small improvement identified by the pupil may be his first experience with success. Beyond that point, significant gains may be expected in the following areas:

- Improvement in silent and oral reading performance.

- Enlargement of personal vocabulary and precision of usage.

- Attainment of literal comprehension.

- Achievement of standard oral language usage.

- Widening of the spectrum of educational and vocational aspirations and establishment of sound preliminary goals toward achieving those aspirations.

4.20 Basis for Expecting Such Improvement

This proposal is a model based on modifications of a pilot study funded under the provisions of the Economic Opportunity Act and other previous experimentations.

Prior to the establishment of the pilot study, and over a period of several years, experimentation had been accomplished in the refinement of the concept of remedial reading which resulted in the development of corrective reading courses entitled Basic Reading and Reading Improvement. This was followed by establishment of Reading Centers. Further local extension added the after-school use of library facilities, evening counseling, and school-community coordination. The ensuing pilot project employed a further extension of emphasis on application of the reading skill in content areas and the addition of an extended day and Saturday Study Skills Laboratory and Tutorial Programs. Each step forward has been made with reference to improvement demonstrated by pupils as a result of previous experimentation. Because of the carefully planned, step-by-step developmental pattern employed as base for this proposal concept, it is therefore anticipated that improvement may be expected.

4.30 Possible Alternative Methods of Achieving the Objectives and Reasons for Selecting the Methods Proposed for this Project

Literature indicates that some of the objectives of this proposal might be met through general reduction of classroom size. It seems obvious, however, that the type and extent of the problems to be solved by individual pupils requires a far more intensive and comprehensive approach which can only be provided by programs which aim specifically at all inherent critical areas and which employ a total student-school-parent-community attack.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

Information regarding all program objectives, design and operation will be made available by joint effort of personnel from schools involved, Central Office staff, and key community resource persons to the purpose of total school and community understanding of and involvement in the achievement of program goals for pupils.

Means employed will include personal presentations, conferences, newspaper, radio and television reports and programs, articles submitted to various publications, and other official reportings.

Dissemination of significant information derived from the initial program will be effected through the preparation of evaluation reports and the utilization of findings in conference and during in-service training activities with all personnel originally concerned with the program and with personnel to be involved in recommendations for extension and refinement of the program.

Such findings and recommendations will also be made available to total school district personnel groups, and to other interested school districts and institutions.
- See District Plan

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see appended chart) (District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

STUDENT ACHIEVEMENT CENTERS

Objectives	Evaluative Devices	Procedures
To improve pupil achievement in reading, writing, speaking, and listening.	Standardized reading tests (Gray LC & RV).	Pre and Post Comparisons .
To provide reading-oriented instruction in academic subjects to pupils.	Marks in subjects and work habits.	Compare total grade points and work habit points for past year with present year.
To provide pupils with instructions in the techniques of study skills and with practice in the use of these techniques.		
To promote positive changes in pupil's attitude towards the school.	Scores on attitude scale. Personal Estimate Inventory.	Pre and Post Comparisons.
To provide intensive counseling and guidance to pupils and parents.	Marks in work habits and cooperation. Questionnaires Rating scales	Pre and Post Comparisons. Questionnaires and rating scales to be completed by parents, teachers, and counselors.
To provide pupils with after-school and Saturday opportunities and experiences for intensive self-improvement.	Attendance records of participants.	Compare attendance for each of the services offered for the 4th, 11th, and 18th weeks of the semester.
To assist pupils by providing the SAC staff at each school with diagnostic assessments of pupils.	Questionnaires	Questionnaire to SAC personnel requesting them to evaluate services and support.

STUDENT ACHIEVEMENT CENTERS

Objectives	Evaluative Devices	Procedures
To assist pupils at each SAC school providing additional physical facilities, equipment, materials, and trained personnel.	Questionnaires	
To assist pupils by providing SAC personnel with further in-service training.	Structured interviews. Structured observations.	Follow-up to determine effectiveness of in-service training.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

Project A

TEACHING STANDARD ORAL ENGLISH AS AN ALTERNATE DIALECT

1 00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

For academic, social, and economic progress, disadvantaged youth need to speak standard English. This project is designed to assist these students to overcome both their present deficiencies in language and their negative attitudes toward using it by teaching standard English as a "second language" with emphasis on oral exercises.

Disadvantaged youth need to:

- Have a command of basic sentence patterns in standard English.
- Master pronunciation of American speech sounds.
- Employ standard usage in word choice and syntax.
- Have frequent and varied practice of individual items in standard English.
- Understand the educational and socio-economic advantages of speaking standard oral English.

2:00 SPECIFIC OBJECTIVES OF THE PROJECT

The project provides for the identification of oral language needs and for the development of oral communication skills of disadvantaged youth:

- To identify and analyze the linguistic items of non-standard speech that occur in the oral language of pupils in the target schools. (i.e. pronunciation, verbal usage, word choice, sentence structure)
- To develop through immediate classroom try-out, materials for a sequential program of oral drills and reading selections.
- To provide intensive practice in overcoming linguistic handicaps.
- To offer enrichment experiences in observing, listening, and speaking that will motivate pupils to acquire standard English as a "second language" or alternate dialect.
- To instill in pupils the need to speak standard English.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

Activities designed to increase pupil facility in use of standard oral English are initiated and maintained in this project.

3.10 The Project Will Be Developed Through Three Phases

- Phase One (through June, 1966): A task force of five teacher-consultants visits classrooms in the target area to record samples of pupil's spoken language. With the aid of two linguists, the task force analyzes the language problems noted, develops and tries out immediately in regular English classes a series of oral language lessons for teaching English as a second language or alternate dialect, based on modern techniques and audio equipment. In the process of developing motivational aids, exercises for pattern practice and intensive drills in regional dialect problems for in-common total class and individual attention, each teacher-consultant works with two specific seventh or tenth grade English classes and teachers in a selected school. The classroom try out of prepared materials provides for immediate evaluation by the teachers and consultant. The trial classes use tape recorders and record players for pupil listening, pattern practice and playback. The developed materials are reproduced for use in in-service training summer workshop.

- Phase Two (summer, 1966): Two key English teachers from each of the ten selected junior and ten senior high schools attend a workshop led by the task force to obtain training in the new approach to teaching standard English and in the use of the developed materials and audio equipment. The materials are reproduced for experimental use in seventh or tenth grade classes in the twenty selected schools.

- Phase Three (1966-67): The task force searches for and/or produces suitable student materials such as dialogues, plays, prose passages to read orally, and films to promote discussion. After try-out in ten classes in the five pilot schools, oral reading materials are compiled, duplicated and bound into a collection for trial and further evaluation by teachers and students in the twenty selected schools. The forty teachers trained in the summer workshop serve as demonstration teachers and lead workshops to train other teachers.

3.20 Facilities To Be Used:

- Office space is needed for a task force of five teacher-consultants and two clerk typists.

- Regular classrooms in schools are utilized for use of materials by teachers and pupils.

- No facilities are needed on private school premises.

3.30 Participation of Private School Children

Materials and summer training workshop are available for teachers of private school children.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

Disadvantaged youth involved in the project may be expected to evidence marked improvement in using standard oral English.

4.10 Types And Extent Of Improvement Expected

- Better pronunciation and enunciation of standard English.
- Greater facility in use of basic sentence patterns.
- Increased pupil awareness of his own usage of standard English.
- Increased pupil awareness of the advantages of using standard oral English.
- Greater voluntary participation in oral classroom activities.
- Higher interest in development of skill in oral language.
- Improved school marks in English.

4.20 Basis For Expecting Improvement

Specialists in English and linguistics maintain that command of standard English is attained through frequent experiences in hearing exemplary models and in using language to express increasingly more complex ideas. Sustained practice will develop both oral and aural consciousness. Oral practice also will develop a feeling of ease in using the standard patterns and verbal forms; illustrations of the advantages of standard English as a second language will foster a desire to learn the "alternate" patterns and forms.

4.30 Possible Alternative Methods

Since written drills and textbook recitations have failed to help most disadvantaged youth overcome the linguistic handicaps learned in their limited environment, the approach of teaching standard English as a second language (using interesting objects and pictures, tape recorders, records, films, and oral exercises) promises greater success for these youth.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

Significant information and promising practices will be disseminated by the following means:

- Demonstration teachers and classes and teacher workshops (See Phase Three, Section 3.10)
- Distribution of reports and prepared materials to administrators and department chairmen of all secondary schools in target area, to the Secondary Curriculum Council and English Advisory Council.
- Preparation by curriculum section of instructional guide and/or student manual.
- Basic institutes for all interested school personnel.
- Talks to P.T.A.'s and other interested community groups.
- See District Plan

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

See District Plan.

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

TEACHING STANDARD ORAL ENGLISH AS AN ALTERNATE DIALECT

Objectives	Evaluative Instruments	Procedures
-To identify and analyze the linguistic items of non-standard speech that occur in the oral language of pupils in the target schools. (i.e. pronunciation, verbal usage, word choice, sentence structure)	Pupil responses Anecdotal records Check sheets	Analysis of pupil patterns of pronunciation of words and phrases, comparing pre and post patterns on tape recordings
-To develop materials for a program of oral drills and reading selections through immediate classroom try-out	Standardized check list	Analysis by jury of professional experts of tape recordings
-To provide intensive practice in overcoming linguistic handicaps	Standardized Observation Check List	Compare patterns of oral responses in classes at end of the semester with patterns of oral responses at beginning of semester
-To offer enrichment experiences in observing listening and speaking which will motivate pupils to acquire standard English as a "second language" or alternate dialect.	Check sheets Questionnaire	To determine the quantity and quality of enrichment experiences To determine the efficiency of enrichment experiences in the acquisition of English as an alternate language
-To instill in pupils the need to speak standard English	Questionnaire	To determine pupil attitudes To determine teacher assessment of pupil attitudes

B. COUNSELING AND EDUCATIONAL GUIDANCE SERVICE PILOT PROJECT PROPOSAL

Group, Consulting, Evening Counseling and Guidance

Vocational and Occupational Guidance

Dropout Guidance Center

Education and Guidance

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project B

GROUP, CONSULTING, EVENING COUNSELING AND GUIDANCE

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET Disadvantaged youth need to:

1.10 Receive adult direction and encouragement for continuing their education, selecting programs, and planning their future.

1.20 Understand their assets; overcome their limitations; seek more diversified vocational and avocational interests; learn to understand and communicate with authority figures to their own best interest.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT This component seeks to:

2.10 Provide expert assessment of primary needs of youth to design a sound education plan.

2.20 Provide intensive individual and group counseling for potential dropouts and students with serious adjustment problems.

2.30 Assist pupils to perceive their assets and to use them to advantage.

2.40 Promote a positive self-image.

2.50 Provide time for counseling at the convenience of working parents.

2.60 Provide up-to-date vocational information and guidance materials to disadvantaged pupils.

2.70 Coordinate existing counseling and guidance programs with these added services.

2.80 Provide in-service training programs for Consulting and Evening Counselors, Student Achievement Center Counselors, and Group Counselors.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description:

3.11 A project coordinator and four consultants will provide for the implementary phase of this project component by establishing criteria for selecting personnel, assisting in getting sites ready for the program, articulating with Research and Development Staff to establish evaluative devices, order equipment and supplies,and to assist school and community personnel in referring pupils who might best be served by the project component.

3.12 Eight group counselors will serve selected schools to provide intensive group and individual counseling for disadvantaged youth identified as having special need of counseling services. The schools to be served will be three regular secondary schools, one Special Education School serving physically handicapped pupils, and five Adjustment Center Schools for pupils with more serious adjustment problems. The Group Counselors will be trained personnel holding a valid Pupil Personnel Services or Designated Services Credential in counseling, psychometry or psychology. Each will have a case load of 70 to 90 pupils for whom he provides group sessions in groups not to exceed ten pupils on a once or twice per week basis. Each session will be approximately one hour in duration.

The group counselor will devote 15 periods per week to group counseling and 15 periods per week to individual counseling and other services to include: contacts with community agencies, staff and case conferences, parent conferences, report writing, search of records, and as an agent of communication to school and community regarding the objectives of this component to the project.

Pupils will be assisted by the counseling services to discuss their needs, evaluate their assets, explore the future and the advantages that continued education holds for them. Through making favorable identification with a group of peers and their counselors, pupils will learn to communicate in more appropriate ways that will prove to be more satisfying in the quest of their life pursuits.

All group sessions will be recorded on tapes so that counselors might study them later for content and might have them viewed by their coordinator and University consultant in the in-service training phase of the component.

3.13 Nine consulting counselors, holding valid Pupil Personnel Services or Designated Services Credentials in Psychometry or Psychology, will provide the services of psychological evaluation which would include intelligence, achievement, perceptual, and other measures in order to search out assets, provide appropriate and meaningful recommendations to schools and/or community agencies, and to serve as a basis for parent conferences, staff conferences, and case conferences. Results of evaluations will not be tabulated in the classical sense of IQ and achievement level but will analyze the functioning level of the pupil, search out clues for particular assets upon which schools might capitalize in providing education and/or training.

Six of the consulting counselors will serve twenty-three schools providing services to pupils placed in the Education and Guidance Core Program.

Three of the consulting counselors will supplement the services of the above six to provide services where the demand appears to be the greatest and to provide services to non-public schools and youth in the community who are not in school.

3.14 Fourteen schools will be provided nine hours per week of supplementary time for evening and late afternoon counseling for thirty weeks. Credentialled counselors will be selected to provide counseling services to parents, parent groups, and parent-child groups as a service to parents who are unable to come to school during the school day because their hours of employment prohibit this. Such counseling services shall include communication of the schools' programs and services, services available in the community, pupil needs and assets, and assistance and counseling as to appropriate parental support and guidance to effect maximum pupil success in school.

3.15 A consultant will be assigned to explore ways of updating and improving vocational guidance materials for distribution, use and evaluation in five junior high schools, for eighth grade guidance units, and five senior high schools for tenth grade guidance classes. These materials will be used to assist pupils to appraise their own assets, explore their areas of interest, and to examine with more realism the selection of appropriate majors and programs that will more nearly parallel broad vocational opportunities in the metropolitan community. The consultant will work with local school and central office staffs in this pilot development of materials. Teachers will be trained in the use of these materials and will assist in evaluating their effectiveness.

3.16 In-Service Training will be provided as follows for:

20 Evening Counselors

30 Student Achievement Center Counselors
(See Project I Student Achievement Centers Project Proposal)

20 Group Counselors

20 Consulting Counselors

3.17 The participants will be from:

Present Community Action Programs under the Economic Opportunity Act; 19 Group Counselors, and 13 Student Achievement Center Counselors.

ESEA Projects participants from present implementation to August 31, 1966, to include:

8 Group Counselors

15 Student Achievement Center Counselors

9 Consulting Counselors

20 Evening Counselors

The balance of the participants to equal totals above, 20, 30,30, and 20 will include some personnel who will be employed in ESEA expanded projects for the school year 1966-67, and some non-public school participants.

All In-Service Training participants will be paid. Paid leaders and University Consultants will bring to the participants the latest methods in their disciplines, training in techniques, and the appropriate research findings to enlist the knowledge for maximum services to disadvantaged youth.

Closed circuit television and video taping of group sessions will be explored in order to provide intensive counselor training and to make a film for future training of counselors.

3.20 All facilities to be used in this project will be secondary schools of the following kinds -- six year schools, grades 7-12, junior high schools grade 7-9 and senior high schools, grade 10-12. Please see "X Chart" attached to application for the names of participating schools assigned to this project component.

3.30 Arrangements for the participation of children enrolled in private schools.

3.31 Consulting counseling time for psychological evaluation of non-public school children will be available in designated centers and/or schools for children qualifying under Title 1 of the Elementary Secondary Education Act. As a result of the evaluation, conferences will be held with parents to assist them to understand limitations and to work upon assets. Non-public school staff may invite consulting counselors to participate in staff conferences and case conferences in order to collectively work out the most appropriate educational recommendations in the private and parochial school settings and to assist in securing outside agency assistance.

3.32 Limited space may be provided in small groups in those public schools having after-school small group counseling sessions.

3.33 Eighth grade and tenth grade vocational-educational guidance materials may be distributed to some non-public schools and their teachers trained in their use.

3.34 Supplementary evening counseling time may be made available on a trial basis, to be evaluated, for non-public school pupils and parents to receive guidance in a conference setting in late afternoons or evenings.

3.35 Availability of participation in In-Service Training of counseling personnel will exist for qualified non-public school personnel.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT COMPONENT ACTIVITIES
The concentration of services to disadvantaged youth through Consulting, Evening, Group, and SAC Counseling should effect:

4.10 Reduced dropout rates in the project high schools.

4.11 More mature acceptance and exercise of responsibilities to self, school, family, and community.

4.12 Improved attitude toward school and attendance.

4.13 Increased parent-school contacts, and increased parent participation in school functions involving their children.

4.14 Expanded and improved vocational guidance services to youth; also wider pupil interest in and exploration of continued education, and the expanding opportunities of the world of vocations.

4.20 Basis for Expecting Such Improvement: Literature relating to assisting disadvantaged students indicates language barrier, poor self-concept, and repeated failure results in hostility, dropping out of school and anti-social behavior. Frequent group and individual counseling, psychological assessment, and counselor training in the latest research can combat the cycle of failure, hostility, and aggravated feelings toward school.

4.30 The reason for selecting the methods proposed for this project component is to allow in the regular school setting more of the kinds of services and time available for each participating pupil. A possible alternative method may be to serve these youth in an out-of-school setting or center. This might create, however, an artificial climate that would separate these pupils from their more successful peers and further damage their already poor self-concept .

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

(See District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

GROUP, CONSULTING, EVENING COUNSELING AND GUIDANCE

Objectives	Evaluative Devices	Procedures
Provide expert assessment of primary needs of youth to design a sound educational plan	Individual psychological study	
Provide intensive individual and group counseling for potential dropouts and pupils with serious adjustment problems.		
Assist pupils to perceive their assets and to use them to advantage.	Semantic differential	Administer pre and post
Promote a positive self-image	Semantic differential	Administer pre and post
Provide time for counseling at the convenience of working parents.	Rating scales Appointment Schedule	To be completed by administrators, counselors, teachers and parents
Provide updated vocational information and guidance materials to disadvantaged pupils.	Standardized evaluation check list	Comparison of present materials with project products
Coordinate existing counseling and guidance programs with these additional services.	Questionnaire	To be completed by administrators, counselors, teachers and parents
Provide in-service training programs for Consulting, Evening, Student Achievement Center,and Group Counselors.	Q Methodology Standardized follow-up interview	Determine changes in Counselors attitude resulting from in-service training. Determine extent to which in-service training affects practice.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project B

VOCATIONAL AND OCCUPATIONAL GUIDANCE

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

1.10 Disadvantaged Youth Need:

- Assistance in making vocational-educational decisions.
- More recent information and instruction about occupations related to industrial arts and the requirements and rewards of these occupations.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To increase assistance to pupils in selecting tentative vocational objectives.
- To provide pupils with increased and improved information concerning occupations related to industrial arts which will motivate them to stay in school.
- To provide teachers with improved guidance resource materials specifically geared to educationally disadvantaged pupils.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Assign Consultant in One Subject Area To Do The Following:

3.12 Identify and collect data on related occupations such as draftsman, technical illustrator, industrial designer and architect.

3.13 Collect and take photographs related to the occupations; organize and plan their use for bulletin board display in the school shop.

3.14 Write instructional guidelines and materials at the interest level of disadvantaged pupils to assist the teacher in presenting the lessons on occupations. Disadvantaged pupils in ten schools will benefit from the materials developed.

3.15 It is anticipated that five packages of occupational guidance materials in the field of drafting will be developed during the first semester. The resource materials and bulletin board display materials developed will be circulated among ten disadvantaged schools as they are completed.

3.20 Facilities - Space for consultant to work will be needed. Location will be determined. It is not anticipated that private school premises will be required.

3.30 Private school use - The material developed by the consultant will be evaluated as to its effectiveness. If effective, it could be duplicated in quantity for distribution to private schools. As this need is unknown at this time no funds were requested. A subsequent proposal could encompass private school needs.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Improvement Expected - This guidance material will help students select tentative occupational goals. Having such a goal, it is anticipated that students would make greater efforts to succeed in school and would be less apt to drop out of school.

4.20 Basis for Such Expectations - Pupils with an objective and who can see reasons for going to school tend to do better in school than those who have no goals or see no need for school.

4.30 Alternatives - The alternative is to use the available guidance materials which are geared to senior high students. These have proven ineffective at the junior high level. For this reason, we are proposing to develop materials that are designed for educationally deprived junior high pupils.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 After evaluation, those guidance materials which prove effective will be duplicated for use in other schools. Information concerning the availability of the occupational guidance materials will be distributed by the operating supervisor to the principal, counselors and teachers in schools. Institute sessions, meeting with department heads and presentations by participating teachers, will reinforce the development of the project.

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see district plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

VOCATIONAL AND OCCUPATIONAL GUIDANCE

Objectives	Evaluative Devices	Procedures
-To increase assistance to pupils in selecting tentative vocational objectives.	Interest inventory	Analysis of changes in interest
	Questionnaire	Comparison with Major Sequence selections
-To provide pupils with increased and improved information concerning occupations related to industrial arts which will motivate them to stay in school.	Attendance	Comparisons will be made related to attendance pre and post
	Questionnaires Rating scales	Attitude toward school will be assessed
	Enrollment in Industrial Arts courses	Enrollment in Industrial Arts courses will be determined
-To provide teachers with improved guidance resource materials specifically designed for educationally disadvantaged pupils.		

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project B

DROPOUT GUIDANCE CENTER

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Disadvantaged youth need:

- A continuing opportunity for successful high school education.

- To develop insight into personal problems.

- The opportunity to become gainfully employed and yet continue their education.

- To be informed of opportunities available under new state and federal programs.

- To have the advantage of counseling facilities at a time convenient to the pupil and his working parents.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT ARE:

- To provide a continuous educational and vocational training program, whether it be in the day high school or in an adult school for the dropout.

- To provide the dropout pupil with guidance and counseling services which will assist him in solving his own problems.

- To provide the dropout pupil with an individualized course of study tailored to meet his immediate and future needs.

- To improve the dropout pupil's self-image.

- To assist the dropout pupil to take advantage of the educational and vocational opportunities made available through the various state and federal programs.

- To involve the pupil and his parents in vocational-educational planning.

- To increase the coordination of counseling services between the day high school and the adult school.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 It is the intent of this proposal to combine the successful services of adult schools and more intense counseling procedures to establish Dropout Guidance Centers. Through cooperative high school and adult counseling-guidance services, dropouts may be motivated to complete high school requirements or they may be channeled into a planned adult school program leading to vocational competency.

3.11 Dropout Guidance Centers will be available from 6 to 9 p.m., four nights per week, in 16 adult school locations in or adjacent to an impact area and paralleling the school district period of operation including summer (46 weeks). Evening hours provide convenient times for counseling young adults and are generally more convenient for parent-school conferences when necessary.

3.12 Personnel:

- Guidance Coordination Specialist

Establish the position of Adult Education Specialist (Guidance Coordinator) to work within the Adult Education Office. Duties of the pecialist include: coordinating the efforts of each Dropout Guidance Center; planning and conducting Counselor Workshops; recruit personnel and make physical arrangements for each of the 16 centers; open and maintain channels of communication between high schools and adult school administrative and counseling staffs; evaluate the total Dropout Guidance Center Program. The Guidance Coordination Specialist is selected from applicants who possess an earned Master's Degree and one of the State Pupil Personnel or Designated Services credentials.

- In-Service Training

One of the responsibilities of the Guidance Coordination Specialist is to conduct an in-service educational program to meet the special needs of teacher counselors. Through sharing successful practices, learning the needs of specific communities, and standardizing office and evaluation procedures, the total program can be effective and efficient. Enlist services of experts from the field to provide guidance and advice in methods, practices, and techniques beneficial to this program. A further goal is the strengthening and developing of the understandings and skills of counselors in working with disadvantaged youth. Counselors will attend Saturday workshops conducted under the direction of the Guidance Coordination Specialist.

- Intermediate Clerk-Stenographer

The Guidance Coordination Specialist is supported by an Intermediate Clerk-Stenographer housed in the Central Adult Education administrative offices. The position provides the normal clerical services necessary for the support of a program requiring coordination and evaluation, record keeping, communication, reporting, etc.

- Part-Time Counselor

Each Dropout Guidance Center provides 12 hours per week of counseling time spaced in three hour blocks, Monday through Thursday. Counselors are selected from applicants with a California State Pupil Personnel or Designated Services credential and with current experiences as high school teacher or counselor and adult school teacher or counselor.

They are assigned to the adult school staff within which the center is housed and earn pay at the adult education hourly rate. Current policy of the Los Angeles City Board of Education will limit each counselor to serve two nights per week -- two part-time counselors must be assigned to a center.

Responsibilities of counselors include: counseling dropouts or potential dropouts from high school -- public, private, or parochial; provide diagnostic testing services when necessary; provide educational and vocational guidance; assist in planning educational programs for young adults; maintain appropriate counseling records, provide evaluative information concerning services and activities of the Dropout Guidance Center.

- Part-Time Evening School Clerks

Support each Dropout Guidance Center with the services of one part-time Evening School Clerk who will work four hours per night, five nights per week -- Monday through Friday. Overlapping time provides telephone coverage and clerical support for both counselors assigned to each Dropout Guidance Center.

3.20 Establish one Dropout Guidance Center at each adult school in or adjacent to an impact area. Each Dropout Guidance Center serves all high schools within its established adult school boundaries. Centers utilize the day high school counseling facilities which are frequently more conducive to individual counseling. A special telephone to the adult school office will be provided to service the evening program.

3.21 Names and locations of adult school facilities to serve as Dropout Guidance Centers are listed in order of priority:

- Jordan Adult School
  2265 E. 103rd Street
  Los Angeles 90002

- Jefferson Adult School
  1319 E. 41st Street
  Los Angeles 90011

- Fremont Adult School
  7676 S. San Pedro Street
  Los Angeles 90033

- Lincoln Adult School
  3501 N. Broadway
  Los Angeles 90031

- Roosevelt Adult School
  450 S. Fickett Street
  Los Angeles 90033

- Garfield Adult School
  5101 E. 6th Street
  Los Angeles 90022

- Venice Adult School
  13000 Venice Boulevard
  Los Angeles 90066

- Manual Arts Adult School
  4131 S. Vermont Avenue
  Los Angeles 90037

- San Fernando Adult School
  11133 O'Melveny Avenue
  San Fernando 91340

- Banning Adult School
  1500 N. Avalon Boulevard
  Wilmington 90744

- Belmont Adult School
  1575 W. Second Street
  Los Angeles 90026

- Dorsey Adult School
  3537 Farmdale Avenue
  Los Angeles 90016

- Washington Adult School
  10860 S. Denker Avenue
  Los Angeles 90047
- San Pedro Adult School
  1001 W. 15th Street
  San Pedro 90731
- Los Angeles Adult School
  4600 W. Olympic Boulevard
  Los Angeles 90019
- Van Nuys Adult School
  6535 Cedros Avenue
  Van Nuys 91409

3.22 It is not necessary to conduct project activities on private school premises. Private school students referred for services under this program will have the opportunity to contact counselors and instructors in the adult atmosphere and in facilities provided for their benefit.

3.30 Young adults enrolled in private schools will participate on an equal basis with those in public schools. A list of locations, counselors, and telephone numbers will be provided to private schools.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and Extent of Improvement Expected in Educational Attainment of Educationally Deprived Children:

- Increased self-knowledge.
- Retention in school at least until high school diploma is earned.
- Increased self-reliance and motivation to achieve in school and at work.
- Increased utilization of vocational and technical opportunities available through state and federal programs.
- Improvement of parent-child-school relationship which will lead to increased success in school and on the job.
- Improvement of basic skills in subjects required for educational and vocational advancement.
- Improved articulation between high school and adult school guidance and counseling services.

4.20 Basis for Expecting Such Improvement

4.21 According to the most recent dropout study, one ameliorating factor is the role of the adult school. Each year, adult schools of the Los Angeles City Schools issue approximately one-fourth as many high school diplomas to young persons as there are dropouts from regular schools during the same year. District experience in the current and past SCOPE programs (School Community Opportunity Programs in Education) indicates that additional counseling for prospective dropouts contributes to their staying power in high school. Through closely knit high school and adult school guidance services, dropouts can be called back to complete high school requirements, or high potential dropout students can be channeled into adult schools which may more closely meet their needs. Within such centers, intensive person-to-person counseling and guidance can play an important part in aiding young adults between the ages of 16 and 21 to obtain a high school diploma.

4.22 Trade preparatory, trade extension, and apprenticeship training classes comprise a substantial percentage of the adult school offerings.

4.23 A recent study has shown that 40% of all adult school high school diploma graduates were Los Angeles City School dropouts. This is evidence that we are picking up the unsolved problems of many day high schools.

4.30 Alternative Methods of Achieving the Objectives (item 2.00) and Reasons for Selecting the Methods Proposed for this Project

4.31 Greatly decrease student-counselor load in regular daytime high school.

4.32 A unilateral attempt to solve the dropout problem would not be as effective as a joint day and evening effort as proposed.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION
(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

- Teacher-Counselor workshops.

- Special publication reports.

- Case study reports.

- Monthly and annual evaluation report in cooperation with Research and Development Section of the Los Angeles City Schools will compile information for writing proposals for 1966-67 and will consider means for dissemination of information on a local, state, and national scope.

- **See district plan**

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See district plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(None)

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

DROPOUT GUIDANCE CENTER

Objectives	Evaluative Devices	Procedures
- To provide a continuous educational and vocational training program, whether it be in the day high school, or in an adult school, for the dropout.	Pupil Personnel Information	To determine changes in drop-out rate.
- Provide the dropout pupil with guidance and counseling services, which will assist him in the solution of his own problems.	Questionnaire	Determine counselor and pupil reaction to such services.
- Provide the dropout pupil with an individualized course of study tailored to meet his immediate and future needs.	Attitude scale	Determine the reaction of the dropout pupil to such a course of study.
- Improve the dropout pupils' self-image.	Semantic differential	Administer pre and post
- Assist the dropout pupil to take advantage of educational and vocational opportunities made available through the various state and federal programs.	Questionnaire	Determine the extent to which this has been accomplished.
- Involve the pupil and his parents in vocational educational planning.	Parent questionnaire	Determine parent reaction to the program.
- Increase the coordination of counseling services between the day high school and the adult school.		

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project B

EDUCATION AND GUIDANCE

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

The large urban departmentalized junior high school is directed to basic curriculum requirements and exploratory experiences. This presents additional problems to the disadvantaged pupil who already is faced with multiple and complex personal problems as well as with deprivation.

Frustrations develop from the pupil's failure to adapt to the complexities of school related activities. The frustrations engender emotional reactions and actions which render ineffective his participation in a regular school program and deter the effectiveness of the classroom situation for other students. Thus, for the good of the class and in the interests of the pupil, he is often removed from the classroom during such times that his personal frustrations supersede his self control.

The demonstrated needs of pupils in such situations are:

To improve:

- use of communication skills; to learn to read adequately.
- study habits and attitudes; to improve concepts and skills in basic content areas.
- self-image in relation to peer group and family.
- ability to exercise self-control and acceptance of responsibilities.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To assist pupils in improving reading and communication skills.
- To assist pupils in improving study skills, attitudes, and concepts through an intensive program of remedial instruction.
- To provide supportive counseling and guidance services to assist pupils to:
    - strengthen self-image.
    - create a positive working relationship between pupil-teacher-counselor-parent.
    - develop ability to participate successfully in a group situation.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

Selected 7th and 8th grade pupils who have marked adjustment difficulties will be scheduled into a daily three-period block program of academic work with a specially trained teacher, and into regular classes for fine arts, industrial arts, practical arts, and physical education. Teachers working in the block program will be assigned one period for conferences with pupils, parents, other teachers, and counselors. Supportive guidance and counseling services will be provided for individuals and groups. Maximum enrollment will be 18 students.

The classroom will provide space for diversified activity, adequate furniture, equipment, supplies and materials for the necessary remedial and meliorative activities and appropriate text, library, and audio-visual materials for a proper instructional program.

3.20 Name, Location, and Types of Facilities to be Used In Connection With the Project

This project to be located on the campus of selected junior high schools within the poverty areas of the Los Angeles City School Districts.

3.30 Arrangements for the Participation of Children Enrolled in Private Schools

Unless pupils from private and parochial schools eligible for this project were actually enrolled in the public school involved no service could be made available.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and Extent of Improvement Expected in Educational Attainment of Educationally Deprived Children

It is anticipated that this program will promote the development of improved behavior patterns and work habits; improved achievement in reading, communication skills, and academic subjects; improved ability to function in a regular junior high school; and increased confidence in self-worth through improved pupil-peer, pupil-teacher, and pupil-parent relationships.

4.20 Basis for Expecting Such Improvement

Established special programs with a similar format have proved effective in dealing with pupils having problems which rendered them ineffective in regular classrooms.

4.30 Possible Alternative Methods of Achieving the Objectives and Reasons for Selecting the Methods Proposed for This Project

Since the type of pupil to be served by this project generally creates a condition in a regular classroom which is detrimental not only to himself but to other members of the class, the only possible alternate plan would necessitate removal of the pupil from the regular class and placement in a specialized class for individualized instruction.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

-(See appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

Dissemination of significant information derived from the initial program will be effected through the preparation of evaluation reports and the utilization of findings in conference and during in-service training activities with all personnel originally concerned with the program and with personnel to be involved in recommendations for extension and refinement of the program.

Such findings and recommendations will also be made available to total school district personnel groups, and to other interested school districts and institutions.
-(See District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see appended chart) (See District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

EDUCATION AND GUIDANCE

Objectives	Evaluative Devices	Procedures
- To help pupils to improve reading and communications skills.	- Pupils' marks in subjects, work habits and cooperation..	- Compare previous year total points with present year.
- To help pupils improve in study skills, attitudes, and concepts through an intensive program of individualized remedial instruction	- Attitude scale	- Determine pupil reaction to remedial instruction.
- To provide supportive counseling and guidance services to help pupils to: - Strengthen self-image - Create a positive working relationship between pupil-teacher-counselor-parent. - Develop ability to participate successfully in a group discussion.	- Attitude scale	- Determine change in pupils' attitudes and values.

C. PILOT PROJECTS IN SCHOOL-COMMUNITY COOPERATION AND EXTENDED USE OF SCHOOL FACILITIES PROPOSAL

Exploratory Work Experience Education

Junior High School Industrial Arts - Saturday Classes

Parent Education

Study Skills Center

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project C

EXPLORATORY WORK EXPERIENCE EDUCATION

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET : Disadvantaged youth need to:

- Understand the advantages of staying in school.
- Experience success in a vocationally oriented activity/class.
- Learn and apply the occupational virtues of the successful employee.
- Know more about existing employment opportunities.
- Move about and gain work experiences outside of the disadvantaged area.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT ARE TO PROVIDE PUPILS WITH:

- Practical and applied vocational guidance through work experience.
- Encouragement to further their education by direct observation of successful on-the-job workers.
- A satisfying experience of success in an occupational setting.
- Acceptance of responsibility for regular performance of duties at a place of work.
- Demonstration of the duties involved in a variety of occupations through observation and participation in the jobs.
- An opportunity to observe and work away from the environment of the immediate community.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed description

Selected pupils will enroll in Exploratory Work Experience Education as an elective high school course. Part of each school day is spent at the work station where they obtain on-the-job experiences. Pupils will move frequently from one activity to another at one or more work locations so as to receive a variety of work experiences. Their activities will be supervised by regular employees of the cooperating firms and by certificated school personnel. School credit will be earned for the work experience. Pupils will receive no pay and will not replace paid employees.

3.20 Names, locations, and types of facilities to be used in connection with this project

During the 1965-66 school year pupils will be selected from six high schools, Belmont, Dorsey Fremont. Garfield, Manual Arts, and Roosevelt. Selected pupils will get their work experience on the premises of cooperating firms. At the present time one firm, Northrup Norair, has agreed to participate. Arrangements for participation by other firms will be made by the consultant requested to coordinate this program.

In future school years, it will be desirable to extend to pupils in other Los Angeles City high schools the opportunity to participate in the program.

3.30 Arrangements for participation of pupils enrolled in private schools

Pupils attending private schools in the vicinity of participating public schools will be offered the opportunity to participate if this is the desire of the private school administrators.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and extent of improvement expected in educational attainment of educationally disadvantaged pupils.

4.11 Improved vocational guidance services.

4.12 Increased awareness of the value of getting as much education as possible.

4.13 Gaining knowledge and attitudes necessary for successful job performance.

4.14 Learning how to accept responsibilities and performing duties in a manner acceptable to the employer.

4.15 Wide observation of and experience with many occupations.

4.16 Work experiences in kinds and places of business beyond the usual community environment.

4.20 Basis for expecting such improvement

4.21 Evaluations by employers of pupils participating in other work experience programs.

4.22 Reactions from students when questioned about the values of work experience education.

4.23 Comments by parents, teachers, and school administrators about improvement of pupils participating in work experience programs.

4.30 Possible alternative methods of achieving the objectives (item 2.00) and reasons for selecting the methods proposed in this project

4.31 The only other way of achieving these objectives is for high-school-aged youth to obtain paid jobs as regular employees in business and industry.

4.32 Exploratory work experience education has been selected as the alternate method because the status of the present day labor market, the large number of unemployed adults, the existence of certain child labor laws, and the inexperience of youth, make it impossible for young people to obtain valuable work experience in any other way.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION
(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

After an evaluation of the exploratory work experience program in the six pilot schools, information about it will be made available to other high schools in the school district and to other interested parties. It is expected that the program will be offered in many other schools. In order for the program to succeed on a large scale, many businesses and industries will have to become interested in participating with the schools on a cooperative basis. Numerous conferences will be planned with individual business personnel and such groups as the Industry Education Council.
(see district plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see district plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

EXPLORATORY WORK EXPERIENCE EDUCATION

Objectives	Evaluative Devices	Procedures
To provide practical and applied vocational guidance through work experience.	Rating sheets	Employer rating of work experience.
	Questionnaire.	Determine counselor, pupil, and parent reactions to the program.
Encouragement to further their education by direct observation of successful on-the-job workers.	Observation check list Attitude scale	To determine pupil perception of skills necessary for successful on-the-job performance.
A satisfying experience of success in an occupational setting.	Questionnaire	Determine employer and pupil satisfaction.
Acceptance of responsibility for regular performance of duties at a place of work.	Rating sheets	Determine employer rating of attendance.
Demonstration of the duties included in a variety of occupations through observation and participation in the jobs.	Questionnaire	Determine pupil reaction to observation and participation.
An opportunity to observe and work away from the environment of the immediate community.	Attitude scale	Determine pupil reaction to the work experience away from the immediate community.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project C

JUNIOR HIGH SCHOOL INDUSTRIAL ARTS SATURDAY CLASSES

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

1.10 Disadvantaged Youth Need To:

- Gain confidence in their ability and receive encouragement to succeed in school.

- Learn more from physical and sensory approaches.

- Experience widely, beyond the limitations of their immediate environments.

- Explore a wide variety of occupational or useful skills through first-hand experience.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- Enrichment opportunities in industrial arts for educationally disadvantaged junior high school youth.

- Provide small group and individual instruction in reduced classes in industrial arts for disadvantaged junior high school youth, according to their ability needs.

- Provide, through the teacher, occupational information concerning opportunities in each industrial arts field.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Description Of The Project

3.11 In each of 20 disadvantaged schools utilizing existing facilities and teachers, establish Saturday morning classes in 4 industrial arts subjects. One class will provide enriched, problem solving activities for disadvantaged pupils of high ability (at least a B average in science or math). Three classes will teach basic fundamentals in industrial skills to disadvantaged pupils of low ability (already identified as Low Index or EMR pupils). Selection and placement will be based on head counselor and industrial arts department chairman's recommendations.

3.12 Class will meet from 9 a.m. to 12 noon for 17 weeks - Total class time 51 hours (2½ credits). Class size limited to 20 pupils. Enrollment limited to B8's, A8's, B9's, and A9's who have completed 7th grade exploratory courses.

3.20 Assign a consultant to coordinate the project and give leadership.

3.30 Conduct workshop for teachers in the project to familiarize them with the purposes and to develop and exchange techniques designed to meet the objectives.

3.40 Provide instructional supplies.

3.50 Provide necessary equipment for enrichment.

3.60 Evaluate classes offered.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Pupils enrolled in classes designed for high ability will be motivated to attain success in areas previously unknown or unavailable to them.

4.11 Pupils enrolled in classes designed for low ability will develop confidence in themselves and their ability to do certain jobs successfully and with pride. They will learn they can do something well.

4.20 Expectation of success is based on the premise that when a student can get instruction that is geared to his particular needs, he becomes motivated and strives to work to his capacity.

4.30 Alternatives to this might be an extended day class. The Saturday class can be longer (3 hours); this allows better use of shop facilities. The longer class period on a day when no other subjects are taken should give a fresh approach to coming to school with the attitude that these courses are not just more of the same, but a real effort to provide for individual needs of disadvantaged pupils in the junior high school industrial arts program.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 Depending on evaluation of the effectiveness of the Saturday classes, recommendations for similar classes in other schools will be made. Through institutes, teacher workshops, meetings with department heads and school principals and counselors, the teaching methods and techniques developed will be shared with other teachers for use in other disadvantaged schools.

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see district plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

JUNIOR HIGH SCHOOL INDUSTRIAL ARTS - SATURDAY CLASSES

Objectives	Evaluative Devices	Procedures
-To provide enrichment opportunities in industrial arts for educationally disadvantaged junior high school youth.	Pupil personnel information Teacher questionnaire	
-To provide small group and individual instruction in reduced classes in industrial arts for disadvantaged junior high school youth, according to their ability needs.	Pupil questionnaire Final marks	GPA in industrial arts compared: regular semester versus Saturday class
-To provide, through the teacher, occupational information concerning opportunities in each industrial arts field.	Attendance record quality of projects produced	

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project C

PARENT EDUCATION

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Parents need to:

- Understand the educational program provided for their child.
- Be aware of the effects of parental attitudes on children's behavior patterns.
- Recognize the maturity as well as the individuality of the child.

Pupils need to:

- Realize the home and school work together.
- Know that his parents are interested in his school accomplishments and are aware of the school requirements.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To improve parental understanding of the educational program designed for their child.
- To develop parental support and involvement in the educational program.
- To improve parental understanding of the social and emotional needs of the child and youth in general.
- To improve parent-child relationships in the home.
- To improve pupil attitudes by improvement of the parental attitudes.

3.00 **SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT**

3.10 Classes for parents of pupils in secondary schools, to be conducted day or evening, three hours weekly. Courses will include home-school relationships and understanding of the school curriculum, parent-child relationships and problems of adolescence. Methods will vary, but will be based on parent group discussion.

3.11 Duration - January 31, 1966 to August 30, 1966.

3.12 Personnel

- Certificated
  - Specialist - one
  - Teachers - twenty-five
- Classified
  - Intermediate Clerk Typist - one

3.20 Established classes in adult schools or day or evening branch locations in junior or senior high schools.

3.21 Names and locations of adult school facilities to administer parent classes as indicated:

- Banning Adult School
1500 North Avalon Boulevard
Wilmington 90744

- Belmont Adult School
1575 West Second Street
Los Angeles 90026

- Dorsey Adult School
3537 Farmdale Avenue
Los Angeles 90016

- Fremont Adult School
7676 South San Pedro Street
Los Angeles 90003

- Garfield Adult School
5101 East Sixth Street
Los Angeles 90022

- Jefferson Adult School
  1319 East 41st Street
  Los Angeles 90011

- Jordan Adult School
  2265 East 103rd Street
  Los Angeles 90002

- Lincoln ~~Adult~~ School
  3501 North Broadway
  Los Angeles 90031

- Manual Arts Adult School
  4131 South Vermont Avenue
  Los Angeles 90037

- Roosevelt Adult School
  450 South Fickett Street
  Los Angeles 90033

- San Fernando Adult School
  11133 O'Melveny Avenue
  San Fernando 93140

- San Pedro Adult School
  1001 West 15th Street
  San Pedro 90731

- Venice Adult School
  13000 Venice Boulevard
  Los Angeles 90066

- Washington Adult School
  10860 South Denker Avenue
  Los Angeles 90047

3.22 It is not necessary to conduct classes on private school premises, although daytime locations for such classes may have to be used where space is otherwise unavailable.

3.23 . Private schools will be informed of the availability of such classes and their usefulness for parents.

3.24 Such classes will be open to parents of pupils in private schools.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Increased Motivation

4.11 Continuation of education and achievement consistent with ability

4.12 Improved self-image

4.13 Social and emotional adjustment

4.20 Lack of parental understanding and support is universally recognized as a factor having a negative effect on all of the above. By the parent supplying understanding and support, a more favorable climate for the development of these personal characteristics should be enhanced.

4.30 The only alternative method to achieving the objectives of this project would be working on a one-to-one basis with each parent.

4.31 This would greatly increase the counseling or school social worker load.

4.32 There are specific values to be obtained from the use of parent group education in terms of identification and support.

4.33 Pilot projects have demonstrated the effectiveness of parent group education with disadvantaged parents.

4.34 Adults who come to see themselves as important in the lives of their children, have a greater possibility of seeing themselves as important, with a potential for making a contribution to and having a responsibility in the larger community.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

(see District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

PARENT EDUCATION

Objectives	Evaluative Devices	Procedures
- To improve parental understanding of the education program designed for their child.	Questionnaire	Determine the amount of understanding parents have of the educational program.
- To develop parental support and involvement in the educational program.	Attitude scale	Determine changes in parental support.
- To improve parental understanding of the social and emotional needs of the child and youth in general.	Parent Attitude Research Inventory	Comparison of attitudes toward family life pre and post.
- To improve parent-child relationships in the home.	Questionnaire	Determine changes in parent-child relationships pre and post.
- To improve pupil attitudes by improvement of the parental attitudes.	Attitude scales	Determine changes in attitude pre and post.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project C

STUDY SKILLS CENTER

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

- Educationally disadvantaged, high school, adult school, and continuation pupils need to overcome deficiencies in prior training.

- Able disadvantaged, high school, adult school, and continuation pupils need to enrich their vocational and academic training.

- Pupils need to acquire educational or vocational skills rapidly.

- Pupils need to know what employment opportunities are available.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To raise the achievement of educationally handicapped pupils to levels more commensurate with their age groups.

- To broaden the educational background of academically able disadvantaged pupils.

- To assist the pupil in becoming aware of the educational and vocational opportunities available in the community and the skills required for these opportunities.

- To assist pupils to perceive their assets and use them to optimum advantage.

- To develop favorable attitudes toward educational objectives and school requirements.

- To motivate the pupil to enroll in new educational and vocational programs.

- To develop a reservoir of teachers experienced in the special techniques required and to provide in-service training for future programs.

- To encourage maximum participation by eligible pupils.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

3.11 Duration

To meet the educational needs of high school pupils, continuation pupils, and adult school pupils, it will be necessary to maintain operation of the Study Skills Center from 8 a.m. to 3 p.m. and from 6 p.m. to 10 p.m., Monday through Friday, and from 8 a.m. to 12 noon on Saturdays. The program is scheduled to start on January 31, 1966 to extend indefinitely.

3.12 Personnel

One full-time teacher will service the Study Skills Center during the weekday hours. Selection will emphasize a broad academic background, counseling experience, and experience in teaching the culturally deprived pupil. The twenty hour evening and Saturday assignment will be filled by one or more adult school teachers who meet the above qualifications plus experience in teaching adults. All personnel will be required to complete six hours of reimbursed in-service training conducted by paid professional experts in the use of teaching machines. Teacher time will be supported by one clerk-typist, serving five days per week; one half-time evening school clerk, serving five nights per week and Saturday mornings; and one full-time audio-visual technician. The latter would provide continuing assistance to the teacher, maintaining teaching equipment and assisting in instruction about its use.

3.13 Equipment, Supplies, and Materials

The Study Skills Center will be equipped with teaching machines, instructional materials, and supplies designed to fit the needs of pupils desiring to acquire basic skills, to improve basic skills, to accelerate the learning process, and to enrich achievement. The Division of College and Adult Education is currently completing a list of equipment, supplies, and materials to be acquired. On-going district educational programs and specially funded programs have provided a rich background of experience for this task. Equipment, supplies, and materials will not exceed that amount listed in the budget.

3.14 Intent and Scope

The Study Skills Center will provide intense, special programs of study for high school, continuation, and adult school pupils. By making a classroom with the most modern teaching and instructional equipment, supplies, and materials available six days per week, the School District hopes to meet the needs of a group motivated toward self-improvement.

High school, adult school, and Child Welfare and Attendance Counselors will provide referrals for the Study Skills Center. After appropriate testing and interviewing those referred will be placed into a program of instruction designed specifically for their needs and lasting only as long as the need continues. Past experience indicates that the most important needs to be met will be to improve academic achievement in reading, mathematics, and language usage and to inculcate the necessity of good study skills. In addition, individualized instruction in other subject areas will be available for the more able pupil. Continuous counseling efforts by teachers will support realistic vocational and academic goals for all pupils, i.e., return to the normal classroom, job placement, and/or higher education.

Teachers will participate in six hours of reimbursed in-service training before classroom instruction begins. They will profit from on-the-job experience with the most advanced teaching aids and instructional materials and may be called upon as resource persons in the future to pass on valuable experience to other teachers.

3.15 The Study Skills Center will be located on the grounds of a South Central high school which also houses an evening adult school. The exact site will be determined by a survey of available space by the Division of Secondary Education. At present, Fremont, Manual Arts, Jefferson, Jordan, and Washington High Schools are possibilities.

The Study Skills Center will be housed in a double-bungalow structure containing two large classrooms, adequate storage space, two small conference rooms, and an office. Exact internal plans will be dependent upon a bid for construction and placing of teaching carrels and programmed instructional devices.

3.16 Private schools located within the South Central area will be contacted by teachers and invited to participate under the same limitations placed upon high schools, adult schools, and Child Welfare and Attendance referrals. Approximate one-eighth of the Study Skills program will be reserved for private school enrollees. The exact numbers may be revised according to need and expediency.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 At the conclusion of the program, the Study Skills Center will be expected to have met the immediate needs of certain high school pupils, continuation pupils, and adult school pupils who have completed intensified and special programs of instruction utilizing programmed textbooks, special reading materials, and teaching machines. Pupils will have been oriented and trained to meet specific academic and vocational needs of the future. Pupils will have accelerated their achievement towards levels commensurate with age groups. A pool of teachers will have gained experience in the use of modern texts and equipment to be used in future programs and for in-service training of new instructors.

4.20 Because of past experiences at the Sentous Study Skills Center at Secondary and Adult levels, the University Adult School Accelerated High School Subjects class, Adult Occupational Training Center Study Skills Center, Economic Opportunity Act Student Achievement Centers, and because of success with scattered use of programmed learning programs at various secondary and adult schools, it is expected that individual needs can be met.

Via intensive instruction, pupils in these centers progressed from low academic achievement levels to high educational and vocational levels and towards more sophisticated classroom performance. These pupils were able to qualify for better jobs, maintain employment stability, and train for advancement with chosen occupational fields.

4.30 Possible alternative methods and reason for selecting the method proposed:

4.31 Place one such class in each school in a poverty designated area. This will increase the cost of the project in multiples of the number of classes established.

4.32 Conduct mass in-service-training for all elementary, secondary, and adult teachers in educationally and economically deprived areas in the use of new programmed instruction materials, special reading techniques, and equipment. This will require a commensurate increase in the equipment and supply budget.

4.33 Purchase selected teaching materials and place them within subject matter centered classrooms through the entire school. This will require special materials in each academic department and commensurate in-service training.

4.34 Copy the "New York" method of establishing a complete and special school to accomplish the needs and goals as set forth in this proposal.

4.35 The Study Skills Center will be used as a pilot project to determine the efficiency of such a center in meeting the needs of the poverty designated community. The cost for one center is within budgetary limitations. A successful pilot program can be expanded or new centers established based upon experience and new methodology developed during the first term of operation.

The one center will be fully utilized in the future because it will be placed in an area of great need, and the materials and equipment used are flexible enough to be of value in the on-going school program. The proposed Study Skills Center is the most economical method for beginning a new educational procedure. It can be used as a basis for future expansion while meeting the immediate demands of the culturally deprived community.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

(See district plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See district plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(None)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

STUDY SKILLS CENTER

Objectives	Evaluative Devices	Procedures
To raise the achievement of educationally handicapped pupils to levels more commensurate with their age groups.	Standardized achievement tests	Pre and post comparisons
To broaden the educational background of academically able disadvantaged pupils.	Standardized achievement test	Pre and post comparisons
To assist the pupil in becoming aware of the educational and vocational opportunities available in the community and the skills required for these opportunities.	Questionnaires pupil employer higher educational institution	Mail questionnaire to pupil and appropriate referral to ascertain degree of success on-the-job or in school and opinions of his training.
To assist pupils to perceive their assets and use them to optimum advantage	Questionnaire pupil teacher parents (Personal Estimate Inventory-an adjective check list)	Pre and post comparisons for pupils and teachers. Mail questionnaire to parents upon graduation or withdrawal of the pupil. PEI - pre and post pupils.
To develop favorable attitudes toward educational objectives and school requirements.	Progress reports Anecdotal records	Compare progress reports for gains and losses.
To motivate the pupil to enroll in new educational and vocational programs.	Attendance records	
To develop a reservoir of teachers experienced in the special techniques required and to provide in-service training for future programs.	Questionnaire Rating scales Structured follow-up interviews	
To encourage maximum participation by eligible pupils.	Attendance records	Graph weekly attendance figures to determine semester trends.

D. CULTURAL ENRICHMENT PILOT PROJECT PROPOSAL

Fine Arts

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project D

FINE ARTS - ARTMOBILE

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

This project is designed for children in poverty areas who are aesthetically deprived. Children of this description come from homes where little or no art is seen and no encouragement is given for them to go out of the community for aesthetic experiences. This lack of mobility is the specific reason for an Artmobile which will take original art of quality into the community to provide heretofore unavailable art experiences in the local environment.

-Pupils need opportunities to view art in all media.

-Pupils need opportunities for guidance in art appreciation, and development of subjective art criteria.

-Pupils need to extend their art experiences beyond that of their immediate environment for aesthetic and vocational goals.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

-To provide opportunities for pupils to view art through artmobile.

-To provide guidance in art appreciation for pupils.

-To provide art experience beyond that offered in pupils' immediate environment.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 The Artmobile will be scheduled for calls of varying length at 71 E.S.E.A. schools.

3.20 The driver will be responsible for:

-Transportation, cleanliness, and maintenance of the trailers and accompanying tractor.

-Setting up the Artmobile at the school site and preparing it for the visitation of classes.

3.30 With the Artmobile will be a Consultant whose duties are:

3.31 To select, in conjunction with the art supervisors in the Los Angeles City Schools, Division of Secondary Education, and Division of Instructional Services, prepared material for the art educational programs conducted with the Artmobile.

3.32 To be in full charge of installation of all displays and exhibits.

3.33 To schedule the Artmobile and prepare notification to the secondary schools involved.

3.34 To accompany the Artmobile to the various schools where he will coordinate activities and be responsible for the learning experiences. These may include demonstrations, discussions with slides or film strips, or counseling with students.

3.35 To carry on all correspondence and necessary communication, with the help of his clerical staff at the E.S.E.A. headquarters.

3.40 This project will have the full time use of a clerk typist whose duties will be involved solely with the needs of the Artmobile program.

3.41 There is also to be provided appropriate office space, equipment, and furniture for the art consultant and clerk typist.

3.50 This project shall be called the Artmobile. It will be composed of two 25-foot trailers and a tractor. The trailers are at present designed, but not built. The design has been coordinated through Art Center School. Engineering specifications are being prepared by Fruehauf Trailer. The tractor will be similar to those presently used by the Los Angeles City Schools in the Division of Elementary Education trailer programs. Electrical power for illuminating displays will be obtained from the schools where the Artmobile is used. The trailers are so designed as to be parked in an "L" formation and provide two galleries with aisle space for visiting classes. Within the "L" there is designed an outdoor working area for demonstrations and pupil activities.

3.60 Arrangements for the participation of children enrolled in private schools will be made by the consultant for such children to visit the Artmobile at public school locations. The Artmobile will be taken to the private schools where the size of the school justifies a separate visit.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Improvement by:

4.11 Increased awareness of the aesthetic potentialities within the community.

4.12 Understanding of the uses of art in American society, particularly potential uses in the present deprived areas.

4.13 Improvement by enhancing self-image through understanding the power of art as communication and the uses of art for personal betterment.

4.14 Providing individuals interested in art as a vocation, with information, inspiration and encouragement.

4.15 Understanding that art is a significant avocational activity which can provide rich and varied experiences for the individual.

4.20 Basis for Expecting such Improvement

4.21 Art must be seen to be understood.

4.22 Individuals in communities involved with creative interests adopt a constructive attitude toward life.

4.23 The Artmobile provides visual communication regarding aesthetics which can be understood by both literate and semi-literate individuals.

4.24 The opportunity to see art as communication and the design of useful things provides deprived children with a bridge to understand those things which they have in common with the rest of society.

4.30 These objectives might, but not necessarily, be achieved through innumerable bus trips out of deprived areas to locations of significant art interest (museums, galleries, art schools).

4.31 The Artmobile has been selected as a better method of achieving these objectives because:

-The transportation time involved in the Los Angeles area makes extensive bussing a definite hindrance to other educational activities.

-Children are more likely to identify with the art material exhibited if viewed in their own community rather than in an unfamiliar location.

-The teaching situation which will be possible with the Artmobile will be considerably better than those available in the various locations such as galleries and museums.

-The cost of additional busses and salaries for drivers to enable the entire school community of 71 E.S.E.A. schools to see the art that can otherwise be brought to the school, would be excessive.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(See appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

Significant information derived from research and demonstration will be disseminated via:

6.10 In-service Training programs for teachers within the schools serviced by the Artmobile.

6.20 A semi-semester report as to the problems and successes of the Artmobile program will be submitted to the appropriate supervisors and superintendents. Such a report will involve:

-Number of schools visited

-Response of teachers in schools

-Response of pupils in schools

-See District Plan

6.30 From the above reports (6.20) the consultant will compile evaluations of the program which will be available to all appropriate parties including agencies other than the Los Angeles City Schools who are interested or involved in the program.

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

See District Plan

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

FINE ARTS - ARTMOBILE

Objectives	Evaluative Devices	Procedures
-To provide opportunities for pupils to view art through artmobile	Rating Sheets Questionnaires	Evaluation of art on artmobile and art in slides, films, etc., by administrators, teachers and pupils
-To provide guidance in art appreciation for pupils	Attitude scales Pupil diaries	Administer scales pre and post
-To provide art experience beyond that offered in pupil's immediate environment	Rating scales Standardized interview Questionnaire	Administer to administrators, teachers, parents and pupils

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project D

FINE ARTS - MUSIC

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

1.10 Pupils need to participate in regularly organized musical activities - as participants and as onlookers.

1.20 Pupils need knowledge about music literature.

1.30 Pupils need the experience of attending musical programs within the city.

1.40 Pupils need to develop the social skills and self-discipline to derive satisfaction from participating in music activities.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

2.10 To provide pupils with regularly organized musical activities such as singing, performing on instruments,and listening.

2.20 To provide knowledge in music literature.

2.30 To provide experiences for pupils to enjoy musical programs in prominent performing centers in the city.

2.40 To develop with pupils the social skills and self-discipline necessary for their enjoyment of participation in music activities.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

3.11 Provision of exemplary instruction in music.

3.12 Participation in vocal activities individually and in groups.

3.13 Listening to representative compositions from the literature of music.

3.14 Reading about music and musicians.

3.15 An increasing ability in playing the piano in accordance with individual aptitudes and capacities.

3.16 Learning about the musical life of this city, the places where it occurs, and the social amenities concomitant with it through the direct personal experience of hearing concerts and rehearsals (This relates to Guideline Classification VII in that it will both require and promote constructive, cooperative relationships among school, home, and community. It will require effort on the part of the school to organize the activities, the cooperation of parents in getting their young people to schools which will serve as terminal points for buses, and the cooperation of community musical organizations in providing the concerts and rehearsals for the young people to hear.)

3.20 Name, location, and types of facilities to be used in connection with this project. Explain fully the need, if any, for the conduct of project activities on private school premises.

-Ramona High School, 231 South Alma Avenue, Los Angeles

-Betsy Ross High School, 717 North Figueroa Street, Los Angeles

-Garden Gate High School, 935 East 42nd Place, Los Angeles

-Classrooms, auditoriums, or multi-purpose rooms in these schools

-Public auditoriums and places of musical interest will be visited

3.30 Arrangements for the participation of children enrolled in private schools

3.31 Contacts will be made with the appropriate administrators of private schools in each of the three neighborhoods served by the public schools involved to arrange for participation of pupils from the private schools in the activities described.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and extent of improvement expected in educational attainment of educationally deprived children

4.11 It is anticipated that exemplary teaching may be able to effect a transfer of interest in musical activities over to a growing interest in general educational activities.

4.12 It is anticipated that trips to important centers of musical activity in the community will inspire improvement in standards of appearance and social behavior. It is anticipated that contact with music of taste and with people of refinement may create a desire for a way of life hitherto unknown by the pupils.

4.20 Basis for expecting such Improvement

4.21 One simply has to believe that when a human being is confronted with a type of life that he recognizes to be better than that which he has known, he will tend to move in the direction of that which seems to him to be better. The basis for expecting such improvement lies in the anticipated ability of a skillful teacher to create in the minds of the pupils a conscious awareness of the values inherent in the experiences to be provided under this project.

4.22 Past experiences in providing musical activities for young people in other culturally deprived areas give encouragement that this project will validate its approval.

4.30 Possible alternative methods of achieving the objectives (item 2.00) and reasons for selecting the methods proposed for this project.

4.31 There would be no alternative for the exemplary instruction. One possible alternative would be to schedule professional musical groups of high caliber to perform in the schools to be served by this project. The reason this procedure has not been included is because of the anticipated social and cultural values that can come to the pupils through moving them into other areas of the community to see places and to experience performances which unquestionably will open up for them a whole new world of beauty and grace.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 The problems and needs of the disadvantaged pupils in the schools to be served by this project are of such a nature that the necessity for creative and innovative practices is anticipated. The resourcefulness of a skillful teacher is likely to be challenged. It is therefore part of the planning for this project that the consultant assigned and the teacher assigned will work closely together and will keep a detailed record of the methods and strategies used in order to make the proposed program a success. The teacher and consultant together will maintain a close relationship with the administration and the counseling staffs of the schools involved in order to make certain that cumulative records accurately reflect behavioral changes that may be attributed to this project.

6.20 The information obtained from these records over a period of time should provide at least one basis for evaluating the success of this project, and if the anticipated success is achieved, then the detailed records of the strategies employed to bring about the success will be made available to other educational agencies faced with similar problems.

6.30 See District Plan

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

See District Plan

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

FINE ARTS - MUSIC

Objectives	Evaluative Devices	Procedures
-To provide pupils with regularly organized musical activities such as singing, performing on instruments and listening	Check lists	Obtain responses from teachers, administrators and pupils
-To provide knowledge in music literature	Oral test	Administer to sample of pupils
-To provide experiences for pupils to enjoy musical programs in prominent performing centers in the city	Anecdotal records	Obtain responses from teachers
	Rating scales	Obtain responses from pupils
	Diaries	
-To develop with pupils the social skills and self-discipline necessary for their enjoyment of participation in music activities	Rating sheets	Obtain teacher responses
	Diaries	Obtain self-evaluation by pupils

E. PILOT PROJECT IN INSTRUCTIONAL TECHNIQUES AND MATERIALS TO MEET THE PARTICULAR NEEDS OF DISADVANTAGED PUPILS PROPOSAL

Instructional Materials Center

Business Education

English, Social Studies, and Industrial Arts Writing

Homemaking Education

Mathematics

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project E

INSTRUCTIONAL MATERIALS CENTER

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupils need to:

-overcome the educational handicaps of retardation in reading and bi-lingual problems.

-remove deficiencies in all academic subjects.

-increase their desire to learn.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

To provide:

-pupils with specialized diversified instructional materials and items such as custom designed charts, displays, and exhibits.

-technical and clerical assistance to teachers in the development of items and materials needed for improvement of instruction; in the utilization of audio-visual equipment in the classroom.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

Instructional Materials Centers will provide technical and clerical assistance to teachers in the development of items and materials needed for improvement of instruction and in the utilization of audio-visual equipment in the classroom. The centers will be staffed by a technician and an Intermediate Clerk Typist. Necessary equipment and supplies will be provided for various construction, duplication, art work, illustration and typing activities.

Each Model Center will --

-Have ample appropriate space for secure storage of equipment and materials; large work areas for preparation of displays, exhibits, and constructed items.

-Provide adequately designed work areas for typing, art work, etc.

-Provide experimental materials such as: earphones and headsets, connecting jack boxes, cabinet-six drawer file for filmstrips, standard filmstrip previewer, portable chart stands, commercial and custom designed charts, etc.

-Include several small interview work areas where technician and teachers may confer.

3.20 Name, Location, and Types of Facilities to be used in Connection With This Project

Model Instructional Materials Centers will be established in 4 secondary schools located within the poverty area.

3.30 Arrangements for the Participation of Children Enrolled in Private Schools

By appropriate arrangement with the principal of the school, services of the Instructional Materials Center may be made available to teachers of private and parochial schools.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and Extent of Improvement Expected in Educational Attainment of Educationally Deprived Children

It is anticipated that through the provision of personalized additional instructional materials, displays, slides and the like, that pupils will be enable to make more rapid progress in the achievement of educational goals.

The application of teacher time released from the preparation of such materials, and from set up of audio-visual equipment and displays may also be directed to student assistance.

4.20 Basis for Expecting Such Improvement

It seems a reasonable assumption that the release of teacher time to direct teaching and assistance given to teachers in the preparation of additional materials which meet the specialized needs of disadvantaged pupils in a learning situation will tend to engender improvement in pupil performance.

4.30 Possible Alternative Methods of Achieving the Objectives and Reasons for Selecting the Methods Proposed For This Project

There appears to be no other feasible means of providing assistance to teachers in the development of the kinds of materials needed for disadvantaged pupils. The variety of such items precludes the possibility of production by, and purchase from private enterprise.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

The findings and recommendations from the model Instructional Centers will be carefully considered and guidelines refined and reproduced for expansion of the program. These will be made available to all personnel concerned and to other districts and agencies upon request. - See District Plan

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

- See District Plan

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

INSTRUCTIONAL MATERIALS CENTER

Objectives	Evaluative Devices	Procedures
To provide:		
-pupils with specialized diversified instructional materials and items such as custom designed charts, displays, and exhibits.	Teacher questionnaire	Teacher ratings of services and materials as they relate to educationally deprived pupils.
-technical and clerical assistance to teachers in the development of items and materials needed for improvement of instruction; in the utilization of audio-visual equipment in the classroom.		During the 3rd, 10th, and 18th weeks an analysis will be made of the extent to which teachers are utilizing these services.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education
November 30, 1965
Project E

Business Education

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupil needs:

- to develop saleable skills in Business Education.
- individualized instruction in order to develop specialized skills relative to Business Education.
- to develop desirable personal and social skills.
- to maximize their strengths.
- to work at their own level.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- to provide pupils with basic skills in business.
- develop materials for pupils in order to overcome deficiencies in fundamental skills relative to Business Education.
- to help pupils develop appropriate business attitudes and standards of grooming.
- to develop understanding of disadvantaged pupils through in-service education.
- to develop teaching techniques, and materials for disadvantaged.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Planning for Special Help for Pupils through an Extended Day and for Remedial Instruction and Enrichment Experience.

3.11 A Consultant will:

- initiate the project, order materials and specialized instructional equipment for classroom use.
- plan and arrange in-service activities for teachers which will develop understanding of disadvantaged pupils,
- develop special instructional materials.

- Coordinate the writing of materials and assist in the evaluation of pupil achievement in saleable and fundamental skills, attitudes and grooming.

- Clerical assistance will be assigned to assist the consultant. Additional clerical assistance will be provided during the summer for the preparation of the final materials.

- It is planned that such materials and teaching techniques will also be evaluated through 1966 - 1967.

3.12 Phase I

Sixty teachers from five selected pilot schools who work with a total of approximately 9000 students will participate in four 16-hour workshops during the spring semester of 1966. The workshops are planned for the business subjects of typewriting, shorthand, bookkeeping, sales and merchandising. Teachers will survey the needs and plan the writing of materials suitable to the interest and reading abilities of educationally disadvantaged pupils which will help overcome deficiencies in fundamental business skills. As these materials are developed, they will be tried and evaluated in each of the pilot schools.

A portion of the time will be devoted to assist teachers to become proficient in the operation of specialized classroom equipment in order that each pupil may reach his maximum learning capacity.

Resource people will be included to orient teachers to an understanding of the problems and factors which influence the learning of disadvantaged pupils.

3.13 Phase II

During the summer, 1966, eight teachers selected from the four spring workshops will summarize and develop materials that were prepared in the workshops and used in the classrooms of the pilot schools. These materials will be edited and processed by the Instructional Materials Division, Curriculum Branch. The completed materials will be distributed to the pilot schools to be used in the classrooms beginning September, 1966.

The teachers who participated in the workshops during the spring of 1966 and who are selected to teach summer school will have an additional opportunity to apply the supplementary materials. They can then evaluate the success of the materials for pupils use and recommend any changes that will improve the materials for future use.

3.14 Phase III

During the fall semester of 1966 the materials and revised techniques for teaching with specialized equipment will be used in the classes of the five pilot schools. As they are used in the classroom, they will be refined and improved.

These materials and specialized equipment will also be available on an extended day basis for remedial instruction and enrichment experiences.

3.15 Phase IV

In the spring of 1967, a second series of teachers' workshops will be organized to review, evaluate, and recommend changes in the materials that were used in the classrooms.

During the summer, the group of eight teachers who summarized and developed the original materials will develop the final materials. These materials will then be edited and processed by the Instructional Materials Division, Curriculum Branch. They will then be available for distribution to other schools with enrollments of disadvantaged pupils. These supplementary materials designed for educationally deprived children will improve the instruction so that pupils in the deprived areas may attain enriched educational experiences and vocational competencies.

3.20 Location and Type of Facilities

Five schools in the poverty areas will be selected for the pilot project (Garfield, Jefferson, Jordan, Roosevelt, San Fernando.) The existing classrooms in these schools will be equipped with the following:

3.21 An Audio-Learning Laboratory for shorthand classes which will provide taped dictation geared to meet individual differences and specific needs of educationally deprived pupils.

3.22 Overhead projectors for bookkeeping classes to provide more effective teaching aids for the improvement of instruction.

3.23 Display cases, mannequins, and cash registers to provide a realistic experience in preparing pupils for gainful employment in the fields of sales and distributive occupations.

3.24 Office space and standard equipment and supplies will be provided for certificated and clerical personnel as described in 3.11.

3.30 Private School Participation

3.31 Teachers of private schools may participate in the workshops.

3.32 Pupils enrolled in private schools may take advantage of the extended day remedial instruction and enrichment opportunities.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and Improvement Expected

4.11 The project will develop new methods and materials to provide specific directions and goals of achievement which will broaden the educational experiences of educationally deprived pupils for the purposes of motivation and stimulation.

4.12 This project will provide an opportunity for the disadvantaged pupil to increase his business skills.

4.13 This project will provide an opportunity for the disadvantaged pupil to develop favorable attitudes and standards of grooming which will bring success to him for employment in entry positions in office, sales, and distributive fields.

4.20 Basis for Anticipated Improvement

4.21 The use of newly developed materials and specialized equipment adapted to the interest and reading abilities of the educationally disadvantaged student will provide for individual differences and result in higher success in the completion of business skills. Such success in school will more likely lead to gainful employment.

4.30 Possible Alternative Methods of Achievement

4.31 Reduction of class size to a ratio of one teacher to fifteen pupils in order to provide for individualized instruction. This would mean the assignment of more teachers and additional construction of classroom facilities.

4.32 Require teachers who teach disadvantaged students to develop their own materials. This would not provide for the exchange of curriculum information and the sharing of teacher experiences within and between schools. There would be no opportunity to evaluate all materials and techniques developed and to make use of the most successful results.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6:00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6:10 During the summer of 1967 all instructional materials received from the workshops will be finally summarized and developed for use. These materials will be edited and processed by the Instructional Materials Division, Curriculum Branch, and will be available for distribution to other schools with enrollments of disadvantaged pupils.

6:11 Through in-service training, consisting of continued workshops and institutes, so that demonstrations, discussion of achievements, and dissemination of materials may take place for all schools with enrollments of disadvantaged pupils.

6:12 Evaluation of special equipment used in the pilot schools will be made. If successful, a recommendation will be made to the school district that such special equipment be purchased for schools that find such a need.

- See District Plan.

7:00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

- See District Plan.

8:00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

None

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

Business Education

Objectives	Evaluative Devices	Procedures
To provide pupils with basic skills in business.	Business Education tests in Sales, Shorthand and Transcribing and Bookkeeping.	Pre and Post scores on Business Education Tests.
To develop materials for pupils in order to overcome deficiencies in fundamental skills relative to Business Education.	Achievement tests in fundamental skills such as reading, arithmetic, grammar and oral communication as related to writing, bookkeeping concepts, sales, shorthand and transcription.	Pre and Post scores on achievement tests.
To help pupils develop appropriate business attitudes and standards of grooming.	Anecdotal reports	Comments by teacher, counselor, pre and post.
	Rating sheets	Ratings by teachers, counselors, pre and post.
	Self-appraisal	Pupil (post)
To develop understanding of disadvantaged pupils through in-service education.	Questionnaire	Administer to teacher and pupil, pre and post.
To develop teaching techniques and materials for disadvantaged pupils.	Rating	Rating by jury of local professional experts (post) Administer to teachers, pupils.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project E

ENGLISH WRITING

1.00 SPECIFIC EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

- Pupils need to develop appropriate fundamental skills in order to overcome deficiencies in reading.
- Pupils need instruction at their own level of ability.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To provide pupils with reading materials of high interest and appropriate difficulty.
- To develop a sensitivity to the needs of disadvantaged pupils and appropriate diagnostic and remedial techniques through teacher in-service education.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

A team consisting of 3 successful professional writers, guided by 2 teacher-consultants, will write materials having some of the following characteristics:

3.11 Appropriate Reading Levels:

For junior high school--second through fifth grade difficulty.
For senior high school--second through eighth grade difficulty.

3.12 Realistic Content:

Reflect lives and characteristics of target populations. Portray characters with whom pupils can identify. May tell success story in contemporary inner-city context. Must arouse emotional response. Must avoid overt moralizing and didacticism. Should give reader opportunity to make value judgments on realistic characters and situations. Some appropriate content areas:

For all boys: Adventure, danger, survival, athletics, animals

For all girls: Dating, jobs for girls, school activities, mysteries

For both boys and girls: Science fiction, mystery and detective stories, humor

For high school boys: Jobs, cars, military service, dating

3.13 Realistic Setting and Characters

Usual setting: central part of big city. Some stories in one-race neighborhood, some multi-ethnic. Avoid stereotyping. Portray both intergroup friction and intergroup friendliness. Use adolescent or adult characters of many ethnic backgrounds; no young children. Dwellings should vary from very undesirable homes to high-income types. Avoid stereotyped middle-class values. Portray blue-collar jobs, moonlighting, poverty, working mothers, unemployment, one-parent homes.

Depict both wholesome and unwholesome inner-city life. Depict minority group persons of all vocational levels. Treat prejudice and civil rights movement, but avoid sensationalizing. Portray effects of automation. Some stories about dropouts, some about relations with law enforcement officers.

3.14 Developmental Reading Skills Program

Should provide for systematic development and practice of word recognition and comprehension skills from pre-primer to the eighth grade level, but content and illustrations should be adolescent or adult. Preferred physical format: size of workbook or adult paperback; not large, thick, school type book.

3.15 Follow-up

As soon as each story or article has been written, the teacher-consultant will devise follow-up material and a lesson plan, and the illustrator will prepare illustrations.

3.20 Experimental Use

The material will be reproduced in quanities sufficient for 6 classes. It will be tried out by an experienced teacher in one class of retarded readers at each of the following grades: 7th, 8th, 9th, 10th, 11th, and 12th.

The writers and teacher-consultants will make revisions based on the reactions of pupils and teachers. The try-outs will be conducted in regular classrooms. No extra funds will be needed. The material will be tried again with different classes of 7th through 12th grade pupils.

3.21 Revision

Further revisions will be made as needed.

3.22 Reproduction in Quantity

When the material is deemed satisfactory by pupils, teachers, the writing team, supervisors, and administrators in the pilot schools, it will be reproduced in quantity for use throughout the target area. Reactions of many teachers and pupils will be obtained for use in preparing a final edition.

When an entire series is ready it will be used on a large scale over a period of at least one year under experimental conditions, and evaluated.

3.23 Distribution

Final editions of the materials will be provided for all pupils who need them in the district secondary schools, in adult schools, in private schools, and in any other school districts which have similar needs.

3.24 In-Service Training

In-service training of all teachers who will use the new materials will be carried on by 10 expert teachers.

3.25 Name, Location, and Type of Facilities

A mobile classroom or other mobile building to be stationed on the grounds of one of the pilot schools, or else leased office space near the pilot schools. Standard office equipment and supplies for 8 persons, such as desks, chairs, file cabinets, reproduction machines, bookcases, storage cabinets, artist-illustrators' equipment, typewriters, dictation machines. This housing will be used by the writing-illustrating team and the clerk-typists.

3.26 Participation of Private School Pupils

Private school pupils will be invited to participate in all phases of the project, both the development phases and the use of the final products.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Type of Improvement Expected:

It is anticipated that the new materials will markedly contribute to improved academic achievement.

4.20 Basis for Expecting Such Improvement

According to the thinking of prominent psychologists, sociologists, educators, reading experts, and experienced classroom teachers:

- Improvement in reading ability is the key which can free the disadvantaged pupil from his cultural, educational, vocational, and social handicaps.

- Improvement in reading ability of disadvantaged pupils requires materials of the type to be produced by this project. (These are described in Items 3.11 to 3.16.)

4.30 Possible Alternative Methods of Achieving the Objectives and Reasons for Selecting the Methods Proposed for this Project

4.31 The materials described could be purchased from publishers. This method would be much simpler. However, see Item 4.32

4.32 This School District has searched diligently for such appropriate and useful materials for at least 15 years. During the past two years a concentrated and intensive search has been made by a committee of teachers who teach in disadvantaged areas. Such materials have proved to be extremely rare in comparison with the quantities needed.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 In-service training sessions will inform teachers of the availability of such materials and will train teachers regarding how to use them with disadvantaged pupils.

6.20 Parents will receive such information through school-community coordinators (provided by NDEA or EOA funds).

6.30 Such information will also be provided more briefly through general faculty meetings and English Department meetings.

- See district plan

6.40 Newspaper releases will inform parents and other community members of the availability of such reading materials.

6.50 P.T.A., service clubs, church groups, fraternal organizations or any other community groups will be used to disseminate information.

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See district plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(None)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

ENGLISH WRITING

Objectives	Evaluative Devices	Procedures
To provide pupils with reading materials of high interest and appropriate difficulty.	Rating scales	Jury of curriculum experts. Ratings by jury, teachers, pupils. Readability formula - Lorge or Spache
To develop a sensitivity to the needs of disadvantaged pupils and appropriate diagnostic and remedial techniques through teacher in-service education.	Rating scales Questionnaire	Supervisors, administrators, teachers, and pupils.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project E

SOCIAL STUDIES WRITING

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupils need to:

-develop understanding of significant social studies concepts

-develop reading skills in order to read social studies materials

-develop knowledge about historical and contemporary developments in American life

-develop understanding of their special strengths

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

-Provide materials from which pupils can gain understanding about social studies

-Provide reading materials in social studies

-To develop knowledge about historical and contemporary events

-To provide in-service education for teachers of disadvantaged

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed description

3.11 A brief summary to determine specific needs and problems and to identify promising classroom practices will be conducted by a team of 3 teacher-consultants. The teacher-consultants will be selected on the basis of experience and training in working with this type of pupil.

3.12 The results of the survey, the training and experience of the teacher-consultants, and the results of other professional studies will assist in the development of social studies-oriented reading materials. These will be developed by a team consisting of the 3 teacher-consultants, 1 professional writer, and 1 professional illustrator. The team will consult with reading specialists who are already available.

3.13 It shall be the intent of these reading materials to provide the pupil with accurate social studies subject matter which he is capable of reading and understanding and with the means by which he will be able to further develop and strengthen his reading skills.

3.14 As materials are prepared, the teacher-consultants will develop teacher guidelines for their use in the classroom and the package of materials will be reproduced in sufficient quantities for use in 4 classes at the intended grade level.

3.15 The team will observe the use of the materials in the classroom and make necessary adaptations or revisions based upon this observation and the reactions and evaluations of pupils and teachers. The revised materials will be tried out again with different classes but in the same schools.

3.16 Further revisions will be made if needed and classroom experimentation will follow.

3.17 When the materials are deemed satisfactory by pupils, teachers, the writing team, supervisors, and administrators in the pilot schools, they will be reproduced in quantity for use throughout the designated area.

3.18 Before making the materials available for general use, carefully planned in-service training projects at each school in the area will be established to acquaint teachers with the intent and approach of the materials; to explain how these relate to the pupils, the reading process, and the subject; to demonstrate how these materials relate to other instructional materials such as picture sets, films, filmstrips, which are already available. Teachers from private schools will be invited to participate.

3.19 Final editions of the materials will be provided for all pupils who need them in the district secondary schools, in adult schools, in private schools, and in other school districts with similar needs.

3.20 Name, location, and types of facilities to be used in connection with this project

3.21 A mobile trailer or leased facilities will be secured to be situated on or near the grounds of one of the pilot schools. Standard office equipment and supplies for 7 persons, such as desks and chairs, filing cabinets, reproduction machines, bookcases, storage cabinets, artist-illustrators equipment and supplies, typewriters, dictation machines, and writing supplies will be provided. This housing will be used by the total writing team and the 2 clerk typists.

3.22 The tryout of materials will be conducted in regular classrooms. No additional funds will be required.

3.30 Arrangements for participation of children enrolled in private schools

3.31 Private school children will be invited to participate in all phases of the project and particularly in the use of the finished materials.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and extent of improvement expected in educational attainment of educationally deprived children

4.11 Pupils will be expected to gain personal satisfaction from being able to read the social studies instructional materials.

4.12 Pupils will be expected to gain new insights into the social studies, develop new interests, understand more clearly significant social studies concepts, and better prepare themselves to accept the responsibilities of citizenship.

4.13 Pupils will be expected to develop reading skills and further their facility in reading about historical and contemporary events.

4.20 Basis for expecting such improvement

4.21 According to the best thinking of qualified psychologists, sociologists, educators, reading experts, and classroom teachers, reading improvement is the key which can free the disadvantaged pupil from his cultural, educational, vocational, and social handicaps.

4.22 Improvement in reading ability and an increased awareness of significant social studies concepts requires that materials be made available which the disadvantaged pupil can read, can use to further his reading skills, and can use to clarify his understanding of social studies content.

4.30 Possible alternative methods of achieving the objectives and reasons for selecting the methods proposed for this project

4.31 The district has searched diligently for this type of instructional material for many years. To date the commercial market has been unable to provide them. For the past 2 years a committee of teachers has been unable to find suitable material which even approximates the educational needs of culturally disadvantaged pupils.

4.32 It was determined that teacher-consultants by their training and experience in working with this type of pupil and by their understanding of the needs of these pupils in terms of reading skills and subject content, would be able with the assistance of professional writers and an illustrator, to prepare adequate, suitable, and appropriate materials.

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 Carefully planned in-service training projects at each school in the area will be established to acquaint teachers with the intent and approach of the materials; to explain how these relate to the pupils, the reading process, and the subject; to demonstrate how these materials relate to other instructional materials which are already available.

6.20 School-community avenues of communication including parent-teacher meetings, coordinating councils, community service groups, community newspapers, parent programs, and Office of Information press releases will be utilized to help parents and other interested members of the community become aware of the project and its results.
(see District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(see District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

SOCIAL STUDIES WRITING

Objectives	Evaluative Devices	Procedures
Provide materials from which pupils can gain understanding about social studies.	Rating scales	Ratings on materials by professional jury of teachers.
Provide reading materials in social studies.	Readability formula (Lorge or Spache)	Post evaluation
To develop knowledge about historical and contemporary events.	Social Studies Test	Pre and post tests
To provide in-service education for teachers of disadvantaged.	Rating scales Questionnaires Interviews	Administer to Supervisors, Administrators, Teachers, Pupils

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project E

INDUSTRIAL ARTS WRITING

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

- Educationally disadvantaged boys need to broaden their experience in industrial arts.
- Educationally disadvantaged pupils need to develop talents and broaden their background in industrial arts methods and processes.
- Educationally disadvantaged pupils need learning experiences which are appropriate to their abilities and vocational opportunities.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To provide pupils with broadened experiences in industrial arts.
- To develop the talents of pupils and broaden their background in industrial methods and processes.
- To provide pupils with industrial learning experiences which are appropriate to their abilities and vocational opportunities.
- To provide disadvantaged boys with an enriched educational experience through the use of meaningful materials.
- To provide in-service training to teachers in the use of these instructional materials and assist them in identifying and solving problems related to pupil under-achievement, lack of motivation, and interest in reading.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 A steering committee will meet to establish general format, style, and reading principles involved for 30 junior high schools. This committee will be made up of teachers from "educationally disadvantaged schools", curriculum and operational supervisors, and reading specialists. This committee will "sample" and evaluate all material during the various stages of development.

3.20 A planning committee will meet to make genreal outlines of the best materials according to the established format-heading and sub-heading. Continuity of committee action is provided by the use of key individuals from the steering committee along with teachers from the "educationally disadvantaged schools" in developing the best materials. This planning committee will be made up of three teachers of each of the six industrial arts subjects, a total of eighteen (18).

3.30 Teacher workshops will meet by subject area to write and organize the text materials, pictures, illustrations, and other visual materials, pictures, illustrations, and other visual materials into experimental form. The proposal provides for the dissemination of text materials as soon as it is in useable form to the "educationally disadvantaged schools" and members of the planning committee who will serve as leaders. Twenty (20) teachers from each of the six subject areas (drafting, electricity, graphic arts, metal, wood, and crafts) will make up the workshop memberships, a total of 120.

3.40 An editing and rewrite committee will meet to evaluate the experimental use of the text materials, make necessary changes and edit the materials in preparation for production. This committee will be made up of one member of each of the subject areas in industrial arts, a total of six (6). Curriculum specialist will serve in an advisory capacity on this committee.

3.50 No arrangements have been outlined at this time for private school use of these text materials. If use of these developed text materials is evaluated as effective, reprints of the materials can be made available to interested private schools.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 To increase the understanding by the educationally disadvantaged pupils of industrial arts subject matter.

4.20 Broadened background for pupils in industrial methods and processes appropriate to their abilities.

4.30 Increased reading ability and the realization of individual potential is based upon the premise that when a pupil is provided text materials geared to his ability and coupled with his interest in his industrial arts subject, motivation and determination to work to his best reading capacity takes place.

4.40 To develop understanding of disadvantaged pupils through in-service education of teachers.

4.50 To develop materials in industrial arts suited to the needs of disadvantaged pupils.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(See appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 The text materials will be reproduced in sufficient quantities to provide the thirty educationally disadvantaged schools with thirty copies of the material for each of the industrial arts subject areas (drafting, electricity, graphic arts, metal, wood, and crafts). This text material will be printed in the 1966-67 school year.

6.20 Trial distribution of the text materials will be made available to each of the "educationally disadvantaged schools" through workshops, institutes, and department chairmen meeting to each of the subject areas of industrial arts (drafting, electricity, graphic arts, metal, wood, and crafts).

(See District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

INDUSTRIAL ARTS WRITING

Objectives	Evaluative Devices	Procedures
To provide pupils with broadened experiences in industrial arts.	Questionnaire	Administer to administrators, teachers, pupils, pre and post
To develop the talents of pupils and broaden their background in industrial methods and processes	Observation check list	Determine reactions of teachers, pupils.
To provide pupils with industrial learning experiences which are appropriate to their abilities and vocational opportunities.	Anecdotal record	Reactions of teachers, counselors.
	Structured interview	Determine pupil reaction to appropriateness of learning experiences in industrial arts.
To provide disadvantaged boys with an enriched educational experience through the use of meaningful materials.	Questionnaires Structured interviews	Determine opinion of professional experts based on trials of materials with pupils in classroom.
	Readability formula (Such as Lorge, Spache)	Determine readability level of materials and appropriateness for ability of pupils.
To provide in-service training for teachers in the use of these instructional materials and assist them in identifying and solving problems related to pupil of motivation, and interest in reading.	Rating sheets Questionnaires Follow-up interviews	Determine opinions of supervisors, administrators, teachers and pupils.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project E

Homemaking Education

1.00 SPECIAL EDUCATION NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupils need:

- background in home and family living and homemaking education
- benefit of programs of community agencies related to homemaking education
- prevocational training providing instruction in dress, grooming, etc., which will improve self-image and lead to employability
- appropriate materials
- understanding of their areas of strength

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- provide pupils' background and skills in family living and homemaking
- to make known appropriate community services
- to provide prevocational training
- to provide appropriate materials
- to provide in-service education for teachers

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

3.11 Phase I

A project consultant will make classroom visits, observe pupils and confer with teachers in the disadvantaged area preparatory to consider pupils'needs in arranging for workshops for teachers in these areas.

The Advisory Council made up of selected teachers from schools in the disadvantaged area will assist in planning in-service training materials and advise on the preparation of teaching aids for pupils.

In-service workshops will be scheduled to include at least two homemaking education teachers from each of 20 selected secondary schools in the disadvantaged areas.

Spring semester - Two series of 8 4-hour workshops (32 hours each) are planned. Each series will accommodate 20-25 teacher participants. Workshops will increase teacher understanding of disadvantaged youth, orient teachers to resources and methods of working with these pupils, explore effective teaching techniques, provide an opportunity to share, plan, evaluate and prepare teaching aids to meet specific classroom needs.

Resource workshop personnel will be secured from:
- community agencies and organizations
- professional experts in the fields of economics, sociology, anthropology and psychology.

There will be field trips to community resources and agencies as a part of the in-service workshops.

Data collected through the VEA '63 Home Economics program on job opportunities for pupils will be incorporated in the in-service program.

Summer Session - Two workshop series of 32 hours each are planned as a continuation of the first workshops to enable teachers to develop teaching plans and make teaching aids such as flip charts, step-by-step construction projects, models and evaluation charts for specific classrooms

Summer school classes in the deprived areas will use the workshop materials to evaluate and make additional suggestions.

3.12 Phase II

Material produced by the workshops and suggested by the advisory committee will be collected to be edited and developed cooperatively with the Curriculum Branch and prepared for city-wide distribution.

3.13 Phase III

The project consultant will make classroom visits to observe and evaluate use of materials prepared and distributed for use of disadvantaged pupils. Use of materials will be interpreted to those not attending workshops.

Classroom observations and conferences with teachers will suggest additional needs and materials.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Pupils Will Improve Skills in Home and Family Living

- Competency in systematic use of money and the discriminating use of human and material resources.
- Development of acceptable social skills.
- Better knowledge and practice in approved methods of child guidance.
- Better attitude and relationship with those within and outside the family.
- Recognition of different values and goals within families and their influence on standards of living.
- School will have more holding value when prevocational training leads to enrollment in Home Economics occupational classes under VEA '63.

4.20 Basis for Expecting Improvement

4.21 Educational programs planned to meet the needs of pupils and to help them succeed in meeting their objectives, will motivate them to learn , provide greater interest in achieving success and influence more to remain in school.

4.22 When teachers are given an opportunity to learn more about pupils' problems, to learn to work with ease among disadvantaged pupils, and teach with instructional materials planned specifically for pupils, they will be successful.

4.23 Pupils are motivated and learning improves when they see immediate benefit from practical homemaking instruction designed to meet their specific needs.

4.24 Learning becomes real and goals are more easily perceived by pupils faced with economic stress when instruction increases their employability status.

4.30 Possible Alternative Methods of Achieving Objectives

4.31 Formal instruction at university level. This alternative could never be as effective as small, carefully structured group meetings - planned with teachers who have similar problems and who are guided by the same District policies.

4.32 Smaller classes might encourage teachers to become more aware of individual differences and to improve instruction. However, the number of new teachers coming into the program with no background for working with pupils in disadvantaged areas need additional help and guidance since teaching the art and science of homemaking is personally related to the student and his home.

4.33 Use of a mobile unit to bring to the class enrichment material and equipment not provided to individual departments. This suggestion was made but not approved at present because of lack of funds.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 Phase III of the project activity describes the way in which the project consultant will disseminate information and distribute and interpret materials planned by workshop groups prepared by the Curriculum Branch for school use.

6.20 Other

- The interrelationship between the consultant's visits to classrooms, conferences with teachers and the advisory group for guidance and information and back to workshops and the preparation and interpretation of materials will be continuous throughout the project.

- Teachers' institutes.

- Mobile trailer.

- Additional workshops.

- See District Plan.

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

- See District Plan.

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

HOMEMAKING EDUCATION

Objectives	Evaluative Devices	Procedures
Provide pupils' background and skills in family living and homemaking.		
To make known appropriate community services.	Rating form Interview Questionnaire	Instruments of evaluation will be used by Supervisor Administrator Parent Pupil
To provide pre-vocational training.	Skill performance Pupil Self-Evaluation (post)	
To provide appropriate materials.	Rating scale	Jury of professionals
To provide in-service education for teachers.	Rating Observation Interview Questionnaire	Evaluation by Supervisor Administrator Pupil

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education November 30, 1965

Project E

MATHEMATICS

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

This project has been designed to meet the needs of educationally deprived pupils through recognition of the following:

- Educationally deprived pupils need to be assisted to attain proficiency in mathematics.
- Educationally deprived pupils need special methods, techniques, and materials to attain this proficiency.
- Capable underachieving disadvantaged pupils need additional materials, techniques, and experience to attain their potential in mathematics.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

- To identify the mathematical needs of educationally deprived pupils.
- To develop new instructional materials, methods, and techniques to meet these needs.
- To improve pupil achievement in mathematics through the use of these methods, techniques, and materials.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Identification of pupil needs, in the classroom, by teachers.

3.20 Identified pupil needs will form the basis for action in workshops organized by project consultant and assistant.

3.21 One hundred twenty-five classroom mathematics teachers from 15 schools in the target area will participate in these workshops.

3.22 Five workshops of 25 participants each will be conducted for 12 Saturdays, 4 hours per session.

3.23 Each workshop will have a leader chosen from a list of 25 mathematics teachers trained for in-service leadership.

3.24 The project consultant and his assistant will conduct a 20-hour in-service program for these 5 leaders to describe the objectives and train them to conduct the workshop to meet these objectives.

3.25 University experts in psychology, sociology, education, and mathematics will be employed to bring to the project the latest developments in research and materials. They will explore, with the workshop participants, the most effective implementation of these developments in the classroom.

3.30 Overhead projectors will be used to develop and experiment with new materials and techniques in the classroom.

3.40 Capable underachieving disadvantaged pupils will work with the computer under the supervision of teachers trained in the workshops.

3.50 Pupils with reading deficiencies in mathematics will be aided by physical models and concrete materials developed in the workshops.

3.51 Pupils will be provided with vocational applications of the mathematics they are studying. The mathematical materials relating to job opportunities will be developed in the workshops.

3.52 Materials and techniques developed in the workshops will be tried out in the classroom, analyzed for pupil success, reported back to the workshop. This interplay between classroom and workshop will be a continuous one.

3.60 Pupils, parents and community leaders will be used as resource people in the workshop.

3.70 Visitations to homes of pupils involved in the development of materials are a part of the project.

3.71 These visitations will be discussed with the head counselor of the pupil's school.

3.72 The outgrowth of these home visitations and discussions with the counselor will be brought to the workshops by the teachers.

3.73 Participants in the workshops will analyze the results of these visitations and develop materials in mathematics to meet the needs of these pupils.

3.80 Use of existing facilities only will be required for this project.

3.90 Teachers from private schools in the target area will be invited to take these workshops.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 To identify the needs of educationally deprived pupils as they relate to the current mathematics curriculum in terms of grade level expectancy.

4.11 Improved pupil interest towards mathematical education measured in terms of pupil attitude.

4.12 Improving the mathematical reading ability of pupils in terms of grade level expectancy.

4.20 Basis for Expecting Such Improvement:

- Development of effective materials for use in the mathematics classroom.
- Increased pupil participation in and understanding of mathematics due to the training of teachers in the use of these effective materials in the classroom.

- Better understanding of the characteristics of the disadvantaged pupil.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(See appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

6.10 Materials, methods and techniques derived from this effort will be made available to:

- All divisions, branches, and schools in the Los Angeles City School Districts.
- California State Department of Education
- National, state, and local professional mathematical associations
- Professional educational publications
- Non-public schools
- Mathematics department chairmen at city-wide and area meetings.

6.20 Teacher teams will make the findings of the workshops available through demonstrations.

6.30 Publication of the materials will be disseminated by the mathematics supervisors.

(See District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

None

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

MATHEMATICS

Objectives	Evaluative Devices	Procedures
To identify the needs of educationally disadvantaged pupils as they relate to the current mathematics curriculum.	Diagnose ability in mathematics on a standardized achievement test.	Obtain test scores on a random sample of pupils in the target area. Compare gains against a control group from matched schools and pupils not using experimental material, methods, or techniques.
To improve pupil achievement in mathematics through the use of these methods, techniques, and materials.	Develop diagnostic tests for remedial purposes.	Analyze test results and use in formulation of remedial techniques.
	Determine appropriateness of reading difficulty of materials by means of readability test such as the Lorge or Spache Readability Formulas.	Analyze difficulty level of the materials in determining their use for instruction, remediation, or enrichment.
To develop new instructional materials, methods, and techniques to meet these needs.	Teacher, parent, pupil rating of methods, techniques, and materials.	Questionnaire to teachers parents, pupils asking them to evaluate items and services on an ordinal scale.

F. IN-SERVICE TRAINING STAFF DEVELOPMENT PROPOSAL

In-Service Training Staff Development

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project F

IN-SERVICE TRAINING STAFF DEVELOPMENT

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupils need teachers and school personnel who:

- Understand them and are sensitive to the complexity of their problems.
- Recognize the strengths in their culture and how these strengths can contribute to the instructional program.
- Create new effective teaching methods to meet their motivational and instructional needs.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

To develop in-service training for teachers and administrators so that they might provide more effective guidance for pupils in the following ways:

- Recognize and utilize the strengths in the culture of disadvantaged pupils.
- Explore effective ways of developing the abilities of each pupil.
- Increase sensitivity to the complexity of the problems of disadvantaged pupils.
- Discover and utilize supplementary resources, organizations and agencies which are available and concerned about the disadvantaged pupil, his family and community.
- Provide more individualized help for many pupils by conducting an in-service training program in each home school.
- Explore creative motivational approaches to instruction in all subjects.

3.00 SPECIAL EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 The Content of the Training Program Will Consist of:

- Study of the characteristics, cultural background and needs of disadvantaged youth.
- Formulation of techniques and procedures for working with the home in overcoming limitations of educationally disadvantaged pupils.

- Consideration of the needs of disadvantaged pupils in planning special teaching techniques and instructional materials.

3.20 Understanding of Community Will Be Developed Through Outside Speakers and Field Work in the Community.

3.21 Representatives of minority groups from the disadvantaged areas will interact with the participants.

- University consultants from the disciplines of psychology, sociology, and anthropology will present the findings of research that specifically relate to this program.

3.22 After receiving training in parent conference techniques, each participant will make visits to the home of a pupil in his classroom. Their observations will be recorded and discussed in a training session.

3.23 Each participant will plan new approaches in teaching their specific subject field appropriate to the needs of pupils.

- Non-school personnel will plan in-service training sessions for school faculties.

3.24 February 5 - June 18,1966: sessions will be held on eight consecutive Saturdays, four hours each in a school.

3.25 June 2 - August 31, 1966: sessions will be held eight consecutive week

3.26 During January 1966; a special forty hour workshop will be conducted for personnel assigned to develop teaching materials to be used in projects funded under the ESEA.

3.27 During the Spring Semester, three week-end sessions of eighteen hours each for school administrators will be conducted at Cal Poly, and San Dimas Campus.

3.30 Teachers and Administrators From Non-Private Schools May Participate in the Training Sessions.

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

It is anticipated that the activities of this project will:

- Lead to greater academic success by pupils because teachers have a better understanding of the needs and characteristics of disadvantaged youth.

Modify:

- Present teaching techniques and teacher made materials: the degree of acceptance and respect for each pupil; and the expected rate of learning.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

Participants in the workshops will develop "program packages" for presentation to school and parent groups.

Examples of "program packages":

- Establishing an intergroup relations program for pupils.
- Developing community leadership.
- Planning for further education for parents of disadvantaged youth.
- Understanding organizations concentrating on social structure and personality changes, who are at work in the school community.
- Developing teacher-made materials.
- Developing new teaching techniques.
- See District Plan

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

- See District Plan

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

(none)

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

IN-SERVICE TRAINING STAFF DEVELOPMENT

Objectives	Evaluative Devices	Procedures
Recognize and utilize the strengths in the culture of disadvantaged pupils.	Questionnaire	To determine attitude of participants toward strengths of disadvantaged pre and post.
Explore effective ways of developing the potential of each pupil.	Rating Sheets	Participant rating of training at conclusion of in-service.
Increase in sensitivity to the complexity of the problems of disadvantaged pupils.	Questionnaire Structured Interview	Attitude of Administrator To determine sensitivity of teachers pre and post.
Discover and utilize supplementary resources, organizations and agencies which are available and concerned about the disadvantaged pupil, his family, and community.	Count of individual contacts with these agencies.	
Provide help for many pupils by conducting an in-service training program in each home school.	Structured Observations	
Explore creative motivational approaches to instruction in all subjects.	Structured Follow-up Observations	

G. IMPROVEMENT OF INSTRUCTION THROUGH REDUCTION OF TEACHER LOAD PROPOSAL

Teacher Clerical Assistants

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

November 30, 1965

Project G

TEACHER CLERICAL ASSISTANTS

1.00 SPECIAL EDUCATIONAL NEEDS WHICH THIS PROJECT HAS BEEN DESIGNED TO MEET

Pupils need individualized instruction in all subject areas to eliminate educational deficiencies.

2.00 SPECIFIC OBJECTIVES OF THE PROJECT

To provide pupils with increased instructional attention by relieving teachers of clerical and non-instructional tasks.

3.00 SPECIFIC EDUCATIONAL ACTIVITIES OR SERVICES TO BE INITIATED AND MAINTAINED UNDER THIS PROJECT

3.10 Detailed Description

This project will providethree clerical positions for each of thirty selected schools. The principal of a school will assign clerical assistants according to certain controlling factors such as teacher load and nature of class need. Clerical assistants will perform such non-instructional tasks as follows:

- Preparation of requisitions.
- Maintenance of records of funds collected in the classroom (ticket sales, drives, etc.).
- Duplication of materials for classroom use.
- Typing of materials for classroom use.
- Preparation of materials for bulletin boards.
- Marking "keyed" tests.
- Giving assistance to teachers in any clerical or non-instructional task

Clerical Assistants will be hired on the basis of vocational qualifications as prescribed by the Los Angeles City School Districts, and will work 8 hours a day.

3.20 Name, Location, and Types of Facilities to be Used in Connection With This Project

Clerical Assistants will perform all duties on school premises. The schools for which this project is intended are located in poverty areas.

3.30 Arrangements for the Participation of Children Enrolled in Private Schools

None

4.00 ANTICIPATED EFFECTIVENESS OF THE PROJECT ACTIVITIES

4.10 Types and Extent of Improvement Expected in Educational Attainment of Educationally Deprived Children

Through increased instructional time, pupils should benefit in subject achievement and improve in cooperation and work habits.

4.20 Basis for Expecting Such Improvement

A number of studies on Teacher Assistants have concluded that the instructional program in schools having these assistants has improved. In addition, one study concluded that a major cause of teacher turnover in large urban districts was the extraneous demands of non-instructional tasks teachers had to perform. Thus, the kind of project proposed here should strengthen the instructional program.

4.30 Possible Alternative Methods of Achieving the Objectives and Reasons for Selecting the Methods Proposed for This Project

An alternative method of increasing instructional time is to provide more teachers. This would distribute the non-instructional tasks among more teachers, thus reducing the time each teacher spends on these tasks. This alternative is rejected for the following reasons: It is too expensive, and additional teachers and classrooms are not available.

A second alternative would be to reduce the amount of non-instructional tasks which teachers must perform. This alternative is rejected because it is impossible to operate an educational program without the completion of many non-instructional, but necessary tasks.

Thus, this project seems the only feasible way of attaining the objectives when all factors are considered.

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

(see appended chart)

6.00 THE DISSEMINATION OF SIGNIFICANT INFORMATION DERIVED FROM RESEARCH AND DEMONSTRATION PROJECTS AND FOR THE ADOPTION OF PROMISING PRACTICES

The evaluation findings will be analyzed and reproduced for use in in-service training and conference of all personnel concerned. Refined guidelines will be prepared and distributed to local and other agencies for purposes of extension of the program, and for other information purposes.

(See District Plan)

7.00 COORDINATION WITH COMMUNITY ACTION PROGRAMS

(See District Plan)

8.00 COORDINATION OF THIS PROJECT WITH PROJECTS DEVELOPED BY OVERLAPPING OR ADJACENT SCHOOL DISTRICTS

None

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

5.00 PROPOSED PROCEDURES AND TECHNIQUES FOR EVALUATION

TEACHER CLERICAL ASSISTANTS

Objectives	Evaluative Devices	Procedures
To provide pupils with increased instructional attention by relieving teachers of clerical and non-instructional tasks.	Teacher Questionnaire	At end of semester ask each teacher if he has noted decrease in his clerical load, and if so, in what specific tasks.
	Clerical Time Check	Each clerk will report his use of time for one randomly selected day. Report will include description of job and title of person requesting job.